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ABSTRACT

This unit of the Flexible Learning System (FLS) is designed to help teachers analyzing the effects of classroom situations on the self-concepts of children in preschool through third grade. Among the questions addressed are: What is a healthy self-concept; How do teaching practices affect children's self-concepts; and When are situations demeaning, restricting, overrating, or enhancing to the self-concept? It is proposed that self-concepts develop as children take credit for what they do and what they are, and as they integrate the results of new experiences. The first 60 pages contain guidelines for conducting an 8-session class or workshop. Workshop sessions involve a variety of activities including assigning positive/negative ratings to a set of standard situations, using an analysis instrument for more detailed ratings of classroom situations, rating personally observed situations, and producing and discussing ways to improve situations. It is suggested that individual ratings and analyses be shared with partners or with a group, allowing the benefit of more than one point of view. The workshop guidelines are followed by three resource booklets, each approximately 40 pages long, containing readings about self-concept as well as examples and discussions of classroom situations and their relation to self-concept. Situations presented in the resource booklets are reproduced on sets of cards which are included with the document. Related FLS units include: "Teaching Children to Integrate Language Experiences"; "Problem-Solving with Children"; "Managing the Preschool Classroom"; "Communicating and Working with Parents"; "Analyzing Children's Books from a Chicano Perspective"; "Selecting Children's Books with a Black Perspective"; "Enriching Children's Literature Experiences." (Author/SB)

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helping children develop healthy self-concepts

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THE FLEXIBLE LEARNING SYSTEM—COMPETENCY-BASED LEARNING UNITS FOR ADULTS IN EARLY CHILDHOOD EDUCATION

Helping Children Develop Healthy Self-Concepts

Pre-school - Third Grade

by

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ABOUT THE AUTHOR

Natividad DeAnda is the seventh in a family of ten children born to parents who immigrated from Mexico to California during the 1920s.

He was raised in Bakersfield in an agricultural area of California, the San Joaquin Valley, moved to Los Angeles and then to the San Francisco Bay Area to complete his college education.

He is presently studying to obtain a Ph.D. in Education at the University of California at Berkeley, and holds a Masters Degree in Psychology from San Francisco State University.

He has extensive experience in innovation in elementary education. His recent work experience includes coordinating the Follow Through Program for the Far West Laboratory for Educational Research and Development; being responsible for developing, implementing, and supervising a training program for elementary school personnel in 14 school districts across the U.S.; providing training for kindergarten through 3rd-grade teaching staff on-site and in national workshops; and developing learning materials for teachers and teaching assistants. He also has credentials as a community college teacher, counselor, and Basic Education instructor.

Some of his previous experience includes teaching adults in special programs, extensive training as a professional counselor, and coordination of professional services in a section of Oakland with mainly Spanish-speaking residents.

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FOREWORD

This learning unit is written for:

You
...who teach three- to eight-year-old children in pre-schools and elementary schools.

or

...who supervise or administer programs for young children.

What you can learn:

The meaning of healthy self-concept.

What learning situations help children to develop healthy self-concepts and which do not.

Which teaching practices help children grow.

Knowledge to make a negative learning situation positive.

Knowledge to use a special system for judging your own teaching.

What you will be able to do:

Explain healthy self-concept satisfactorily in your own words.

Recognize learning situations that are helpful to children's healthy self-concept.

Make a positive learning situation out of a negative one.

Use a system for analyzing classroom situations.

Description of the unit

What It Is

It is a course to help you to understand what is meant by "Healthy Self-Concept" and how you can help children to develop theirs.

The unit is made up of a guidebook, two card sets, and three resource booklets. Each booklet is used during particular sessions in the course. Booklet III contains written articles that can help you understand different aspects of self-concept development in children.

How You Learn with This Unit

You can use this unit either with a group working with an instructor as a course leader or with one or two other persons.

You learn by active participation: questioning yourself and your partner, sharing, arguing, and applying new ideas to your own experience in the classroom.

The course takes about eight weeks to complete. You can proceed as quickly or as slowly as you wish. There are eight sessions. Each has step-by-step directions to guide you and your partner or group. The sessions are spaced to allow you to personalize the ideas by applying them in the classroom.

You Learn Some of the Processes by Experiencing Them

You have the opportunity to experience some of the skills that are necessary for developing your self-concept. For example: after some sessions you are asked to think of one idea or skill you learned that you feel good about. You then write it and share it with your partner. The skill used is "taking credit." Without this skill a person's self-concept does not change.

The unit is written to help you to take credit by using your own experience, to make your own decisions by making choices, to use feedback from the materials and your partner, and to evaluate your own progress.

How the Unit Was Developed

The examples used come from actual classroom situations. They have been selected to demonstrate a variety of teacher practices and behaviors.

The practices recommended in this unit are supported by evidence found in research studies and in programs where they have been proven to work. The author has personally participated in two such programs: The Responsive Follow Through Program and the Institute for Creative and Artistic Development.

The Viewpoint Presented in This Unit

The viewpoint of the author and the Laboratory staff who helped to rate the examples is not intended to be the only proper one. You will find that you will agree with some statements but not with others.

If you disagree too often, it is an indication that your philosophy of teaching is different from the one presented in this unit, and not that yours is wrong. The most important purpose of the unit is to cause you to know your own reasons for what you believe is helpful to children's self-concepts.

The information about how self-concepts are developed is offered for you to use in order to form your reasons. We expect that there will be some difference between your and our interpretations.

WHY DEVELOPING CHILDREN'S HEALTHY SELF-CONCEPTS IS IMPORTANT

What healthy self-concept is

Our self-concepts are what we know and believe about ourselves. How much or how little we value ourselves is our self-esteem. We have healthy self-concepts when we know ourselves well (as we really are, realistically) and like ourselves more than we dislike ourselves (when our self-esteem is high but not overrated).

We have unhealthy self-concepts when we don't know ourselves well, whether due to lying to ourselves about facts, denying facts we dislike, or failing to take credit for our good qualities.

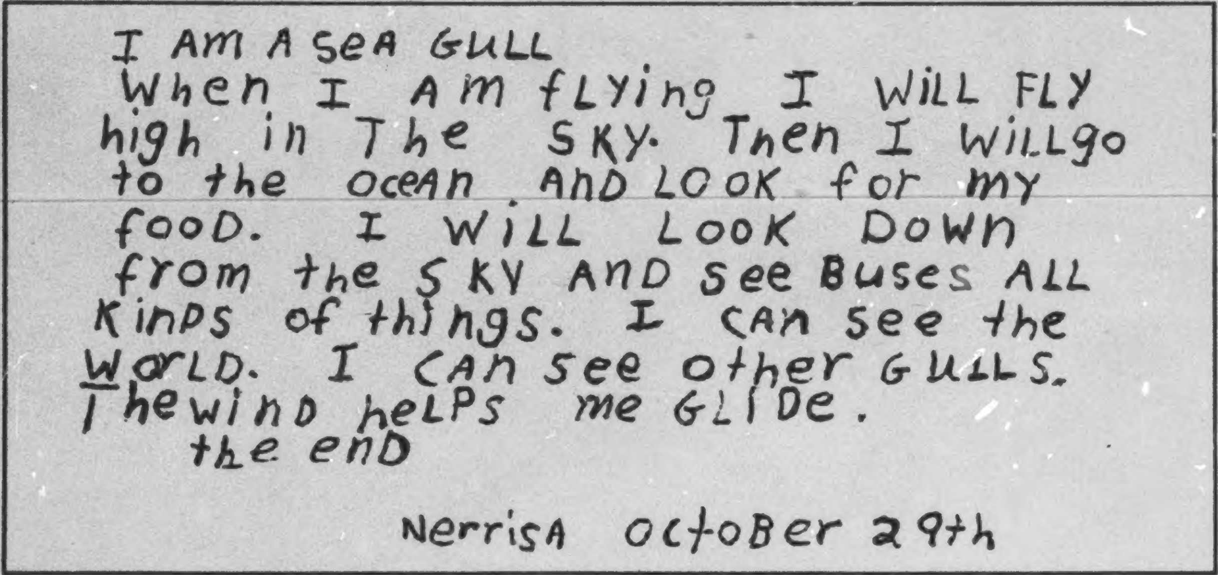
People with unhealthy self-concepts can be recognized because they have very low opinions of themselves (low self-esteem). People with poor self-concepts tend much of the time to downgrade themselves or to downgrade others. People with unrealistically high self-concepts tend to believe that they are "perfect"; they tend to look down on other people and generally behave like snobs or spoiled brats.

What people with healthy self-concepts are like

Instead of a list of characteristics that have been found to be present in children with healthy self-concepts, here are descriptions of three children personally observed by the author.

Kevin*

Kevin is four-and-a-half years old and was galloping around a race track when I saw him. The


I AM A SeA GULL
When I Am fLYing I WiLL FLY
high in The SKY. Then I WiLLgo
to the ocean AND LOOK for my
fooD. I WiLL LOOK DOWN
from the SKY AND see Buses ALL
KinDS of things. I CAn see the
WorLD. I CAn see other GULLS.
ThewinD heLPs me GLIDe.
the enD

NerrisA October 29th

**Kevin was observed in Eleanor Griffin Nursery School, Berkeley, (1973)* track was lined with pieces of crepe paper (flags); in the middle a group of four boys and girls were playing instruments (drums, bells, and horns). They were the track band.

Kevin, Robert, and Gwen were both the racehorses and the riders. They shouted as they rode their broomstick handles around and around the track; the band played and occasionally fought over the instruments.

The teacher explained that this activity had begun as an idea when Kevin rode around the sand pile and other areas of the backyard playground. He decided to talk other children into making a racetrack to include band and decorations. They had spent all morning finding the paper, string, poles, and instruments.

Kevin assigned himself the role of being a racehorse and helped the others to decide who would be in the band and who would be the other riders. He insisted on there being a girl racehorse because "some horses are girls."

After several races, he put his horse away while the others went on. He walked into the house and up to the round table where the assistant teacher was reading to four children. He sat down and listened for a while; then he got up, went to the book rack, and brought back a book about horses.

He turned the pages and looked at the pictures as the adult went on reading. When she had reached the end, he asked her: "Teacher, will you read this one now?" She said yes, and took his book. Then she said, "If anyone else has a favorite book for me to read, please bring it when I finish this one."

She began reading and Kevin smiled, shrugged his shoulders with delight, and stared and listened with interest.

Kevin showed a strong sense of what he wanted to do and confidence that he could involve other children to develop his idea of the racetrack.

He knew when he had enough and did not feel compelled to play any longer than he chose to. He took his strong focus into the reading group and took it upon himself to get a book that was more to his liking than the one being read. He was willing to ask for what he wanted from an adult and expressed his delight when he got what he had asked for.

Sylvia*

Sylvia is showing some objects she brought from home to show to the class. The teacher provides time during the morning for children to show things they are proud of. Sylvia is a first grader in this combined class of kindergarten through third grade. She is standing in the middle of the group of children seated on the rug around her. She has objects in a large paper bag on a table next to her. She tells about each object as she takes it out of the bag and puts it on the table.

She shows a doll of a Mexican

Sylvia Amescua was observed in Marilyn Wong's class at Whittier Elementary School, Berkeley, California (1973) revolutionary soldier; "he's wearing guaraches." The teacher asks, "How do you say that again?" She repeats matter of factly "guaraches." She reaches into the bag, takes out a woman's shawl, and puts it around her shoulders. "My mommy's is bigger." She models it for a moment and does a half turn for all to see it. The teacher asks, "Does it have a name?" "Yes, rebozo." (She pronounces the word clearly so the children can hear the sounds.)

A boy lights up. "What do they call babies in Mexico?" She looks at him brightly and says, "bebes." She goes on showing other objects from the kitchen: "a molinillo, molcajete, and a comal." She reaches to the bottom and finds a grocery list that had been left in the bag. She raises it, looks at it, furrows her brow; then she lights up and says, "And this....is not from Mexico. And that's all." The children laugh at the improvisation; then the teacher says, "Thank you so much, Sylvia." Sylvia smiles shyly and sits down, her eyes bright.

Sylvia's willingness to show objects that are personally important to her showed that she valued her Mexican heritage. She showed pride in knowing Spanish, and self-acceptance through her matter of factness. Her self-confidence, composure, and good sense of performance were shown in the way she answered questions and in her spontaneous use of humor at the end of her performance.

She let her shyness show without letting it cause her to be embarrassed or timid.

Jessica*

It's 9 a.m. in a combination classroom consisting of first through third grades. It is language period; children have choices of kinds of work they do.

Jessica looks through the story file and finds one she wants to read. She has choosen a one-page story from the SRA kit and is lying on her stomach on the rug reading it, then answering the questions that test her understanding. She spends half an hour reading and answering, then smiles to herself and puts the answer sheet in the teacher's folder.

She goes to the puzzle shelf and takes the three-minute salt timer and a picture puzzle made of cubes to the open floor. Four pictures can be made from these. She sets the timer and calmly turns the cubes over and over until she finds the sides that match. After

---

**Jessica Paul was observed in Rosemary Evans' class at Whittier Elementary School, Berkeley, California (1973)* ten minutes, I ask her if she has done all the puzzles. She says "No, I did two of them." I ask, "Did you use the timer?".... "No, I started to but I always finish before the salt gets all the way down."

Later, during kickball, she is in the outfield. A high kick comes her way. She runs to it, makes an open-armed catch, throws it back to the pitcher, and grins.

During her free-choice activity period, she walks through the class; as she passes the table where the teacher is helping children to mix ingredients for pie crusts, the teacher asks, "Jessica, is this your free-choice time or are you to be working on your math?" She replies, "It's my free-choice time." She then goes with Lois to the far end of the room to the record player. She and Lois try to make the record player work. After a few minutes of trying, she leaves Lois at work on the record player and goes to the library book rack. She sits down with Lisa and together they read "The King That Reigned for 40 Years."

Lois comes to her, takes her by the hand, and starts tugging at her and saying "Come on over, I got it to work." Jessica looks [illegible] and pulls her hand away with a matter-of-fact comment: "I don't want to listen to records right now." Lois goes away and Jessica comes to me with a question "Is there another word for reign?" I explain that it means to rule as a king rules. She says "Oh!"; then she walks away. She says to Lisa as she approaches her, "Lisa, it means to rule, you know, like kings are supposed to do."

Jessica very much has a mind of her own. She directed herself through a language activity of her choice, chose to work with the puzzles, and took credit for doing them easily.

She used her feelings readily when she grinned after catching the high fly and when she said "no" to Lois who insisted that she play records with her. She stuck to what she wanted to do within classroom limits and was willing to ask for help when she felt that she needed it. She likes being with others as well as working by herself. She showed self-confidence in her relationship with Lois and Lisa.

These children knew themselves well enough to have the confidence to choose what they wanted to do, to direct themselves without imposing on others, and to use their feelings in ways that were satisfying to them.

Though these examples are not meant to be the only ones available, they do illustrate some of the characteristics that researchers have found apply to children who have "strong self-concepts" and "high self-esteems" (healthy self-concepts) tend to be: self-reliant, curious and exploratory, self-controlled, positive about their chances of success, able to accept failure without downgrading themselves, personally content, and able to achieve well in school subjects. These characteristics do seem to describe the children in the examples.

Why these characteristics are desirable

Our job as teachers is to help pupils to develop themselves. By helping pupils to develop the skills of directing themselves, to use their curiosity, to set their own goals, to enjoy success, and to learn from mistakes, we are giving them the tools for learning any kind of subject matter.

It has been found that children who have these "tools" do, in fact, achieve well and have something much more than achievement at the end of their education: knowledge of, and respect for, themselves.

These children are on their way toward becoming adults who think for themselves, who know their own strengths and weaknesses, and who know what to expect of themselves. In this way they can make decisions that are right for them and that give them the satisfaction of accomplishment and the pleasure that will help to make them happy.

That is why we strongly say that helping children to develop healthy self-concepts is so very important. Achievement (good grades) are often earned at the price of hating learning and still not feeling any more self-satisfied. Children with healthy self-concepts achieve to their ability because they want to and because they know they can. Children with poor self-concepts may achieve to their ability or because they must in order to avoid thinking they are worthless. That is an important difference. We do not want to produce children who are so worried about their grades that they can't take credit for their many other unique qualities. We want to help to produce children who achieve to their ability as one of many things they do well.

What is possible and what is not possible in the classroom

Children's self-concepts are most affected by their parents and families outside of school. The beliefs they develop about themselves may or may not be changeable by you, the classroom teacher. What you can give children is the experience and attention that help them recognize that they are capable learners.

It is this part of their self-concept that you can strongly influence. It is an important part of their self-concept because they spend at least twelve years as pupils in the school system. You can be one of the major influences that either can help children to feel personally effective in the classroom or can cause them to doubt themselves, to feel like "dummies" or be afraid or rebellious. Always pointing out children's mistakes is one example of how you can cause children to fear mistakes or to be overly critical of themselves.

Children can learn about themselves in your classroom. They can learn about what interests them, what they like and dislike, how they learn best, how they cooperate, what they expect of themselves, how to solve problems, how to use resources, how to learn from mistakes, how to feel good about their successes, and how to use limits by finding many possibilities within them. They can learn these skills at the same time that they develop their abilities in language, math, social awareness, and any of the specific subjects that are part of what needs to be taught in the classroom.

There are ways to do this

Researchers have found that particular classroom practices help children to develop the skills mentioned above. It is the author's intent to help you learn what these are and to help you take credit for those you already know and have been using in your teaching. Some of these seem like common sense; others are more difficult to understand and to accept.

We hope you will find this course helpful in your teaching and in your personal understanding of self-concept.

How to begin

First, decide whether you are going to use this unit by yourself or with another person or with a group.

If with others, choose partners who might have slightly different points of view about teaching. You will discover similarities and differences which might make your own understanding clearer as you discuss your viewpoints with each other.

Second, agree on a time to meet regularly.

We suggest that you allow about one hour to an hour and a half for each of the sessions. We also suggest that you allow several days between sessions to provide a chance to apply what you learn from each session and to observe your own teaching.

Third, be sure you have all the materials in this list:

The first card set and response sheet (Examples 1-10).

Resource Booklet I, which has the analysis and directions for discussing each example.

Booklet III, the Book of Readings, which has five articles: "Healthy Self-Concept," "Demeaning Behavior and Self-Concept," "Taking Credit and Self-Concept," "On Handling Disruptive Behavior" and "Why Self-Concept Should Be a Goal of Education."

Four blanks to rewrite the three examples and three criteria charts. The second card set and response sheet (Examples 11-20).

Resource Booklet II, which has the rewritten examples and analyses on the charts.

You are now ready to start...... the directions are given for every session. Proceed by reviewing the directions and starting when you are ready.

RESOURCES AS YOU GO THROUGH THIS UNIT

Yourself ...to decide what you need from each session.

Your partner ...for using directions, sharing, getting another viewpoint.

Booklet III readings contain:

What is a Healthy Self-Concept?

Demeaning Behavior and Self-Concept

Credit-Taking and Integrating: Building Blocks of Self-Concept

On Reasons and Reasoning with Disruptive Children

Why a Healthy Self-Concept Should Be a Goal of Education

This unit's instructor for:

materials

answering questions

collecting response sheets and suggestions

session 1

Introductory Activities

write your own definition of self-concept

refer to Resource Booklet 3

WHAT DO YOU THINK "HEALTHY SELF-CONCEPT" IS?

To help you form your own definitions, something that means something to you, think about your own self-concept.

Use the following directions:

If someone said to you, "Tell me something about yourself that will help me to know who you are"... What would you say?

Write a few of the ideas that you would say which you believe are true statements about you.

Now, think about how you feel about each of those facts; good, so-so, neutral, dislike?

Share what you wrote with your partner to see if you are similar in some ways and different in others.

What you have written and thought about is part of your self-concept.

Now, take the time to read pages 166-170 in the author's article, "What Is Healthy Self-Concept," page 155.

Use what you have learned from this experience and from what is written about self-concept on page 5 to make up your own definition. (It doesn't have to be a fancy statement, just something that means something to you. It will give you something to start with which you can change as you go further.)

Share your definitions of self-concept with your partner and take credit for struggling and coming up with your meaningful statement.

As homework, think of two facts about a close friend that you believe are true of him or her. Then ask if he or she believes those facts to be true, too. If he or she says yes, you have identified two parts of one person's self-concept. If he or she says no, you might be seeing something he or she doesn't see as part of himself/herself.

END OF SESSION

session 2

Activities

rate the examples

brag or complain
or draw

analyze your results

look up one example

Rating the examples

Materials you will need:

The first card set and the response sheet for examples 1-10

A pencil or pen

Resource Booklet I

We judge situations and events that happen without thinking much about the reasons for our judgments.

The experiences in this session will give you a chance to use your judgments and to discuss your reasons.

On the cards are described situations that actually happened in pre-school and primary school classrooms. Each tells about incidents that have happened between adults and children.

Don't expect to be familiar with every kind of situation in the card set. Don't worry about that. Just judge the situations in the way that makes the most sense to you.

Directions for sorting and rating

1. Read and sort the cards into three piles. Judge whether you think the adult's behavior helped, had a neutral effect on, or harmed the child's self-concept.

Harmful (negative)	Neutral (no effect)	Enhancing (positive)
-4 -3 -2 -1	0	+1 +2 +3 +4

2. Go through each pile and rate each example on the response sheet according to how negative or positive you think it is.

-4 -3 -2 -1 0 +1 +2 +3 +4

Please don't discuss the examples until after you have finished rating all of them.

What are the results of your ratings?

(Our ratings are on the page following your response sheet.)

Caution

Most of us tend to look at what we do as either right or wrong. That isn't the point in this exercise.

Look at how well you agree or disagree with us.

You might feel good about the results and you might feel irritated or angry about them. It may be important for you to use your feelings before talking about why we agree or disagree. See the following for suggestions for expressing your reactions.

What you feel is a very important part of your self-concept. If you want to experience that part of yourself more clearly, let yourself try one of these suggestions:

Look at your results again.

SELF-CONCEPT CARD SET
RESPONSE SHEET

TEACHER-CHILD EXAMPLES 1-10

Rate each example by circling the number that indicates your judgment

	(DEMEANING)				RATING				(ENHANCING)	
	-4	-3	-2	-1	0	1	2	3	4	
(1)	-4	-3	-2	-1	0	1	2	3	4	(1) Nutrition
(2)	-4	-3	-2	-1	0	1	2	3	4	(2) Returning from a Walking Trip
(3)	-4	-3	-2	-1	0	1	2	3	4	(3) The Drum
(4)	-4	-3	-2	-1	0	1	2	3	4	(4) Henry and Erik
(5)	-4	-3	-2	-1	0	1	2	3	4	(5) Mother's Departure
(6)	-4	-3	-2	-1	0	1	2	3	4	(6) Choices of Centers
(7)	-4	-3	-2	-1	0	1	2	3	4	(7) Flashcards
(8)	-4	-3	-2	-1	0	1	2	3	4	(8) Rosa's Turn
(9)	-4	-3	-2	-1	0	1	2	3	4	(9) Spitting
(10)	-4	-3	-2	-1	0	1	2	3	4	(10) Artwork

SELF-CONCEPT CARD SET
RESPONSE SHEET

TEACHER-CHILD EXAMPLES 1-10

Rate each example by circling the number that indicates your judgment

(DEMEANING) RATING (ENHANCING)

-4 -3 -2 -1 0 1 2 3 4

(1) -4 [✓ -3] -2 -1 0 1 2 3 4 (1) Nutrition

(2) -4 -3 -2 -1 [✓ 0] 1 2 3 4 (2) Returning from a Walking Trip

(3) -4 -3 -2 -1 0 1 2 3 [✓ 4] (3) The Drum

(4) -4 -3 -2 [✓ -1] 0 1 2 3 4 (4) Henry and Erik

(5) -4 [✓ -3] -2 -1 0 1 2 3 4 (5) Mother's Departure

(6) -4 -3 -2 -1 0 [✓ 1] 2 3 4 (6) Choices of Centers

(7) -4 -3 -2 -1 0 1 2 3 [✓ 4] (7) Flashcards

(8) -4 -3 -2 -1 0 [✓ 1] 2 3 4 (8) Rosa's Turn

(9) [✓ -4] -3 -2 -1 0 1 2 3 4 (9) Spitting

(10) -4 [✓ -3] -2 -1 0 1 2 3 4 (10) Artwork

If you feel good, let yourself smile. No one has to know how good you feel as long as you know.

or

Complain about one of the examples.

or

Use the opposite side to scribble or to draw your version of the author.

Look up one example of your choice in Resource Booklet I.

Use the booklet directions for help in identifying those parts of the example that made you think the adult/child interaction was helpful or harmful to children.

As you discuss your opinions and viewpoints with your partner, keep asking each other these two questions:

What did the adult do that would affect the children's self-concepts?

How would the children's self-concepts be affected?

Conclude the session when you have both said what you feel is important to you.

Choose two examples to discuss next time.

END OF SESSION

session

Activities

discuss examples

look up some

take and give credit

You didn't have a chance to discuss many examples the last time. In this session you will have that chance.

Materials you will need:

The first card set

Your response sheet from Session 2

Resource Booklet I

How to begin

Choose one or two examples from those that you rated very differently from ours in Session 2.

Then choose one other example that interests you.

Agree with your partner about which example you will discuss first.

Look up the examples in Resource Booklet I and use the directions given there for discussing each example.

After your discussions, finish the session by using the directions below.

To conclude your second session

You have probably disagreed with each other and with the author. That is not so important as what you learned.

What is more important is whether you were able to give your reasons clearly and whether you now think more about the effect your actions can have on children.

The next directions are given to help you to understand one of the skills for building a healthy self-concept.

•

Taking credit

You take credit whenever you realize what you have done for yourself that is positive or what there is about you that is positive. For this to happen, you have to look at yourself or what you have done and judge what is positive and what is negative about it.

•

Directions

Think of just one idea you learned from what you said or thought about during this session.

Write it down to make it even more important.

Share that with your partner. (You may feel shy or self-conscious when you share. Appreciate how difficult it is to take credit, but feel good about it.)

●

Giving credit

You give credit when you point out something positive about another person. It can be something about the person or something the person has done.

You give credit, too, when you let another person know how you feel about some positive quality you see in him or her. Letting another person know that you feel jealous of him or her is a way of giving that person credit for having some quality or possession you would like to have.

●

Directions

Think of one thing you learned from your partner or about your partner.

Write that one idea on the paper below to make it even more important.

Share what you wrote or thought about.

(Again, you may feel self-conscious when your partner gives you credit. Appreciate how difficult it may be for you to receive credit.)

Keep the feelings that this sharing might have brought out in you.

Assignment for next time

During the next week, look for an incident or an activity you do in your classroom that you think helps your children's self-concepts. This will be discussed in the next session.

END OF SESSION

session

Activities

discuss your example

rate the second set of examples

brag or complain

analyze your results

Celebrate! you have completed half the unit

DISCUSS YOUR EXAMPLE

Materials needed:

The positive example from your classroom

The second card set

Response sheet for examples 11-20

Resource Booklet I

Directions

Describe your example to your partner and explain what parts of it demonstrate teaching that helps children's self-concepts.

Find out if your partner agrees or disagrees with your example or your reasons.

Keep asking yourselves as you discuss:

> What effect does the action have on the child?
>
> What part of the example causes the effect?

Reverse the steps and listen to your partner's example and lessons.

Note:

(A feeling of competition is usually stirred up whenever two people share their experiences. If you feel even the slightest pinch of competition, stick out your tongue at your partner...it's a way to give credit to your partner and to help you to use your feelings in a satisfying way...if you're not willing to do this, just notice -take credit- for your reaction!)

Rate the second set of examples

Now take the second card set of examples and sort and rate them on the response sheet as you did with the first set.

Sort them into three piles.

Rate them by circling a numeral on the response sheet.

Check your results by looking at our response sheet on the page following your response sheet.

Compare these results with those of the first set:

How did you do as compared to the first time?

Check with your partner to see which examples you both rated the same or differently.

Discuss one example each:

Look up one example about which you disagreed with us. Use Resource Booklet I for directions and discuss as you did before. (Find the example in the Table of Contents on page 63.)

SELF-CONCEPT CARD SET
RESPONSE SHEET

TEACHER-CHILD EXAMPLES 11-20

Rate each example by circling the number that indicates your judgment

(DEMEANING) RATING (ENHANCING)

	-4	-3	-2	-1	0	1	2	3	4		
(11)	-4	-3	-2	-1	0	1	2	3	4	(11)	Ten Minutes Late
(12)	-4	-3	-2	-1	0	1	2	3	4	(12)	You Can Do This
(13)	-4	-3	-2	-1	0	1	2	3	4	(13)	The Picnic
(14)	-4	-3	-2	-1	0	1	2	3	4	(14)	Counting in a Circle
(15)	-4	-3	-2	-1	0	1	2	3	4	(15)	Boy and Girl Fighting
(16)	-4	-3	-2	-1	0	1	2	3	4	(16)	Two Boys Fighting
(17)	-4	-3	-2	-1	0	1	2	3	4	(17)	Mark's Picture
(18)	-4	-3	-2	-1	0	1	2	3	4	(18)	Mary Jane
(19)	-4	-3	-2	-1	0	1	2	3	4	(19)	Matching Game
(20)	-4	-3	-2	-1	0	1	2	3	4	(20)	The Wood Gluing

SELF-CONCEPT CARD SET
RESPONSE SHEET

TEACHER-CHILD EXAMPLES 11-20

Rate each example by circling the number that indicates your judgment

(DEMEANING) RATING (ENHANCING)

	-4	-3	-2	-1	0	1	2	3	4		
(11)	-4	-3	-2	-1	0	1	2	[✓ 3]	4	(11)	Ten Minutes Late
(12)	-4	[✓ -3]	-2	-1	0	1	2	3	4	(12)	You Can Do This
(13)	-4	-3	-2	-1	0	1	2	[✓ 3]	4	(13)	The Picnic
(14)	[✓ -4]	-3	-2	-1	0	1	2	3	4	(14)	Counting in a Circle
(15)	-4	-3	-2	-1	0	1	2	3	[✓ 4]	(15)	Boy and Girl Fighting
(16)	-4	[✓ -3]	-2	-1	0	1	2	3	4	(16)	Two Boys Fighting
(17)	-4	-3	-2	-1	0	1	2	3	[✓ 4]	(17)	Mark's Picture
(18)	-4	-3	[✓ -2]	-1	0	1	2	3	4	(18)	Mary Jane
(19)	-4	-3	-2	[✓ -1]	0	1	2	3	4	(19)	Matching Game
(20)	-4	-3	-2	[✓ -1]	0	1	2	3	4	(20)	The Wood Gluing

Take Credit and Give Credit:

Use what you learned about taking credit and giving credit in the last session.

Directions:

Think of one idea that you learned from your own effort...

and think of one idea that you learned from your partner.

Share the idea for which you want to take credit.

After both of you have taken credit, share one idea that you learned from each other.

Note:

Expressing your good feeling is your celebration. Enjoy it if you feel it.

Celebration is a way of taking credit with good feelings.

END OF SESSION

CELEBRATION!

YOU HAVE COMPLETED THE FIRST PART OF THIS UNIT!

session 5

Activities

get familiar with our chart of criteria

study two examples

practice analyzing three examples

check yourself with Booklet 3

Materials needed:

Pencil or pen

Resource Booklet II (begins on page 105)

A way to judge different teaching situations

Up to this time, you have read examples and discussed them with your partner, using your own personal reasons.

You have probably found that some of what you thought was "good teaching" didn't seem so to your partner or to the author.

We would not have that problem if we all looked at the same events and judged them in the same way.

That is what we are trying to accomplish in this session. We want to teach you a system that might help all of us to use the same reasons for judging learning situations.

Before you look at the chart, put this direction into your thinking: Do not expect yourself to understand it all! Look at it just to get the general idea.

These explanations will help:

Each statement describes what an adult might do in a learning situation.

There are four columns of statements.

Demeaning Restricting Enhancing Overrating
The two on either end might hurt children's healthy growth.

DEMEANING (or putting children down) can cause them to think poorly of themselves.

OVERRATING children can cause them to become spoiled brats and to believe that they can do anything they want.

RESTRICTING actions do not allow children to grow as fully as they might. Example: the adult teaches the same thing, in the same way, to all children.

ENHANCING teaching helps children to grow healthily to be able to do what they are capable of doing. The part that is underlined tells what the child is helped to do. The rest tells what the adult does to help.

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.
3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.
6. Use resources by providing them in activities and guiding children to use them.
7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Directions:

To help you to understand these statements, you are asked to use them to judge situations that have been real for you.

Do this: Think of a situation in which you were the student or were being supervised by your boss.

Now judge how "good" that situation was by asking yourself whether you were: (use the ENHANCING column) Encouraged to use you own ideas (E-2 on the chart);

(or) encouraged to make your own decisions (E-4);

(or) asked to solve your own problems with guidance (E-6).

If you answered "yes," we would say that your teacher or boss helped your self-concept.

Share the situation you thought of with your partner and tell why you judged it as you did.

Notes:

The previous assignment gave you the chance to put yourself in the place of the student by thinking of a personal situation.

Now you will have a chance to see how these statements can be used to judge actual learning situations that involve adults and children.

The next four pages have two examples of learning situations. Each has been analyzed for you. Notice that the parts of the example that seem most important are marked with a circled letter and numeral, as in the first line E3.

That means that that part of the adult's action is an example of the statement in the chart.

Directions:

Study both examples of situations and discuss why we marked it as we did. This exercise will help you to do your own marking on blank examples later.

Notice that these examples have both desirable and not so desirable exchanges between adult and child. These are more like what happens throughout the day. Neither is completely "good" or completely "bad."

A Pre-school Classroom:

The children have free choice of seven different activities. E3 E4 The teaching assistant (TA) is sitting with a girl (G) who is making designs with the color cubes.

TA: "How many yellow ones are there in your design?"
G: "I don't know."
TA: "Could you count them?" R5
G: "I don't want to."

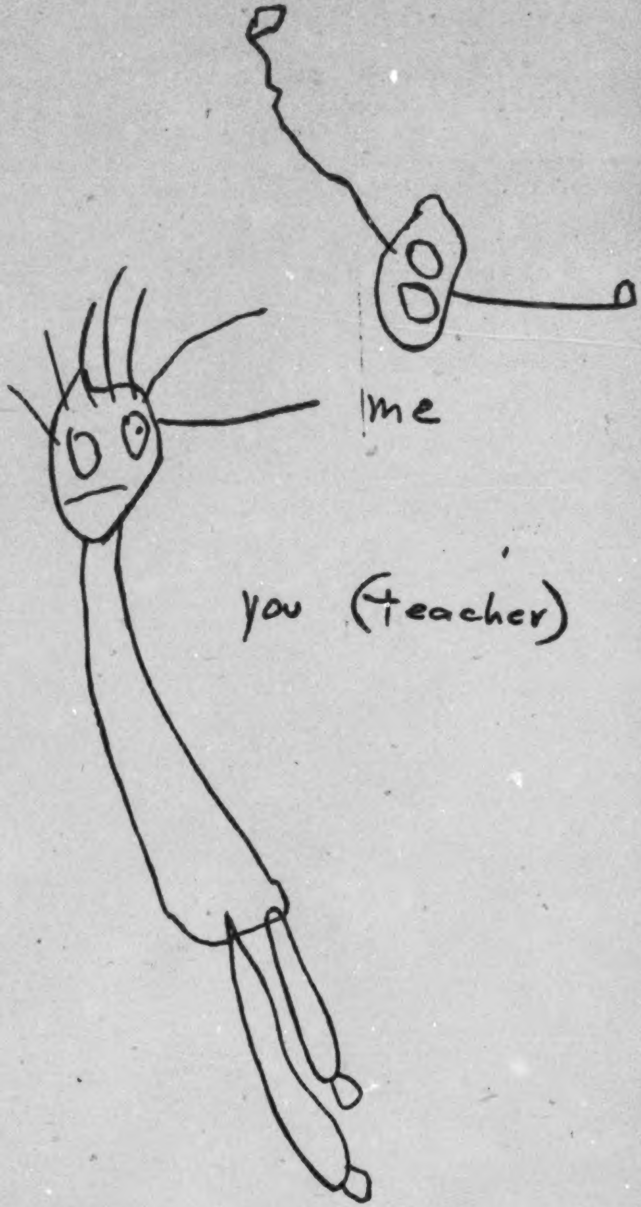
A boy (B) comes to the teaching assistant.

B: "I don't know what to do now."
TA: "Have you tried the sand box, or the monkey bars?" R5
B: "No, I just don't know what to do."
TA: "Are you willing to do this? Walk around the whole room. Then come back to tell me what you saw that you liked." E5
B: "OK."
TA: "Good. Then I might be able to help you to choose what you want to do."

Children do have choices of activities to suit their preferences. The TA was pushing the girl to count when the child was interested in making a design. She was not supporting the child's idea.

The TA's first answer to the boy was a too-quick offer of a solution Her second reply gave the boy more responsibility to find out what was available before complaining that he had nothing to do.

This example demonstrates both enhancing and restricting practices. See next page:



TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	③ Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	④ Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	⑤ Limits individual problem solving by telling answers or ways of reaching solutions.	⑤ Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

Here is a plan for a morning in a 2nd-grade classroom:

Four activities are going on at one time:

> Reading from primers in a group. R4
>
> Working in math workbooks assisted by an adult. R4
>
> Printing letters.
>
> Free choice of activities in the room: games, puzzles, art, etc. E3 O5

Every 30 minutes, the teacher announces change-time and the groups of children rotate from one activity to another by moving to the table of an adult. The children are assigned to groups according to their ability, R6 and move as a group. They know which activity to go to next at each rotation.

They continue this way until recess, then again until story time before lunch.

Though this plan appears to give children choices, it allows them very few. The assignments are still the same, and a child can't work on something for longer than a half hour. Only the free choice time has the possibility of being enhancing, yet it seems to lack limits.

See the statements that describe this situation opposite:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

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2. Is critical of his/her or their ideas or ignores them in a group discussion.
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4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
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7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.

2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.

3. Limits decision making by providing too few choices and telling rather than guiding children's learning.

④ Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.

5. Limits individual problem solving by telling answers or ways of reaching solutions.

⑥ Limits children's learning to use resources by providing too few or directing them to their use.

7. Does not provide for alternatives within limits by setting limits too narrowly.

8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."

9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.

10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.

11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.

2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.

③ Make decisions by providing choices and guiding rather than by telling.

4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.

5. Solve problems by supporting and guiding their efforts rather than by telling.

6. Use resources by providing them in activities and guiding children to use them.

7. Work effectively within limits by making them clear and encouraging using the possibilities within them.

8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.

9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.

10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).

11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.

2. Responds as if a child's ideas are always good ones.

3. Always supports a child's decisions even when they are inappropriate.

4. Does not encourage a child to try problems which are more challenging.

⑤ Allows unlimited choice of resources: materials, adults, or activities.

6. Sets too few, if any, limits.

7. Allows use of feelings which disrupt or disturb others.

8. Gives feedback that is only positive or overly praising.

9. Supports a child in taking credit for more than he/she has earned.

10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Now it's your turn.

Directions:

On the following five pages are three examples that have not been analyzed and coded with the chart.

Find the parts in each example that you think affect the child's self-concept.

Show your reasons by choosing statements from the chart. Mark the numeral of the statements next to the parts you think are important, just as we did in our example.

Notes:

Do one at a time; stop to compare with your partner. Then look up the author's viewpoint in Resource Booklet II. (Look in the table of contents on page 107 to find the example.)

(Each example is complicated and can be confused with others if you try too much at one time.)

Most people have found this a difficult task. Let yourself complain about the author and his viewpoint. Expressing yourself may help you to feel more strength in your own point of view while trying to understand the author's or your partner's.

If you are able to find two or even three statements that seem to fit, you are doing very well. Do not expect yourself to be able to identify all the possible statements from the chart.

Returning from a Walking Trip

A group of children (C) and their teacher (T) were returning from a walking trip. The children began to run across a street without stopping to look for oncoming cars.

The teacher crossed the street and called the children into a group.

T: "I expect you to follow one rule when we take trips, and that is that you take care of yourselves. Did you take care of yourselves a little while ago?"

The children say that they think they didn't because they ran and didn't look before crossing the street. One disagrees by claiming that running fast helps to beat the cars.

To stimulate discussion, the T asks such questions as:

T: "Why do you think that running in a group is not taking care of yourself? How is running fast a help or not a help?"

The discussion continues until the children arrive at the conclusion that the safest way to cross the street in a group is to make sure that there are no cars near or that there is a signal.

T concludes:

"OK, I'll expect you to use that when we come to the next corner."

-4 -3 -2 -1 0 1 2 3 4

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	**Tolerable but Undesirable**	**Most Desirable**	**Unacceptable**
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
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2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still, that's not a laughing [illegible] feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

The Drums

A group of four-year-olds are playing drums, bells, and make-believe horns in the middle of a race track that they put together.

A boy reaches over, grasps a drum a girl is beating on, and begins to pull. She tugs back and when she starts to lose the drum, she calls: "TEACHER!"

The teacher has been watching and walks up to the two.

T to the B:

"Keep your hands to yourself. I saw what you did and I want you to play with your own drum."

The teacher walks away.

-4 -3 -2 -1 0 1 2 3 4

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

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Boy and Girl Fighting

Two children in a second-grade class, a boy and a girl, are punching and pushing each other in a corner of the classroom. The teacher forcefully takes each one by an arm and says: "Stop this immediately!" "Diane, you go get your math workbook and get yourself busy. And Robert, I want you to pick up the beads that were spilled and then go work by yourself for the next half hour."

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How are you doing?

Again, if you have been able to apply one or two statements, you are doing very well.

If you have felt like arguing with the author about some of the statements, you are doing even better. Wanting to argue may mean that you agree with the system but have a better reason than the one suggested.

The fancy words for what you have been practicing are Applying Criteria.

All this means is that you have been using a way (system) for judging the situation. The "system" is made up of statements that can apply to many situations that happen between people.

Once these "criteria" are understood, you will be able to use them without thinking twice when you teach or when you observe someone else teach.

Directions for Taking Credit:

Think of one of the statements in the chart that you feel you have understood.

Share this with your partner, if you are willing to do so. If not, say that you are not willing to share and ask your partner if he or she is willing to share.

Assignment for Next Time:

Find an example in your classroom to which you can apply the one statement (criterion) you have understood. Bring that with you to discuss next time.

END OF SESSION

session

Activities

convert two negative examples to positive ones

look up our example

bring your own example next time

Rewriting a negative example

Materials Needed:

Two rewrite blanks

Two chart blanks

The first card set

Resource Booklet II

Notes and Directions:

All of your practice in the previous session was meant to lead to this part of the unit.

Your assignment is to rewrite two examples from the first set of cards that are negative. Your job is to rewrite each situation so that each becomes an example that shows how a child can be helped rather than harmed.

This will probably be the hardest part of this unit for you, but do it to test your understanding of what we have been talking about from the beginning.

If you are like many others, you will not want to do this and will feel a little embarrassed when doing this assignment. Some have felt that they might "look bad" if they wrote their ideas; others just plain hate to write.

Let yourself complain to your partner that you don't understand why you have to do this or that it isn't necessary to write, and ask why you can't just talk about it. But then do it because writing can help you make your ideas clearer. Talking is helpful but not enough.

After you have rewritten the example, use the blank chart to find the statements that fit your example. Mark your example with the numerals of the statements you have found just as you did in the last session with our examples.

Positive Rewriting of a Negative Example

Write in example number and title.

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ASSIGNMENTS

We have intentionally picked particular examples for you to rewrite. It would be highly desirable to offer you a choice of whichever negative examples you wished to rewrite but you would not be able to compare ideas if each of you selected different examples.

Choose from the two sets of assignments according to whether you teach in pre-school or elementary school.

Adults who teach in pre-school classrooms, rewrite:

5. Mother's Departure
9. Spitting

Adults who teach in elementary school classrooms, rewrite:

1. Nutrition
10. Artwork

Take your time.

Follow-up directions:

Take the time to compare your examples.

What in your rewritten example was similar to your partner's?

What was different?

Compare your use of the chart by checking to see if your partner agrees with your choice of statements that apply to your example.

Resource Booklet II has the author's rewritten example. Look at those and compare both of your examples with the one in the booklet.

Notes For Credit Taking:

If you were able to rewrite an example, give yourself a lot of credit. Rewriting is a skill all by itself.

If you analyzed your example by finding statements, give yourself more credit. It is not easy to use the chart.

If your partner agreed that the statements in the chart do apply to your example, take more credit. You have demonstrated a practical understanding of the statements.

Reaction Time:

Check your feelings to see what you might need to express.

Do you feel proud, frustrated, tired, irritated?

If you need to, complain to your partner.

Or get up and move or stretch.

Directions for Taking and Giving Credit:

Appreciate that taking and giving credit require special skills and that many of us can't do so easily.

Think of one idea you learned on your own.

Think of one idea your partner helped you to learn.

Share your thoughts when you are ready.

Closing Remarks:

When you return to your classroom this week, look for another positive example. Bring it with you for the next session.

END OF SESSION

session 7

Activities

analyze your example with the chart

compare and discuss

share a like and a dislike

Introductory note:

This session is for you to apply what you have learned to your own situation in the classroom.

This is the most important part of the unit because this part gives you time to understand something that is personally real to you. Learning is important when you can make it work for you in real life.

Materials Needed:

Only paper and pencil and a chart to refer to.

Directions:

Write out the positive example you found in your classroom and find the statements from the chart that fit your example.

Read your example and show the parts of it that you think are the most important ones.

See if your partner agrees that your example is positive and that the statements you have marked apply to your example.

Discuss your viewpoints.

Notes:

If you have brought an example from your own classroom, give yourself a lot of credit for courage.

If you have been able to find one statement from the chart that fits, you have earned much credit. You have demonstrated understanding of the use of the chart.

If you have helped yourself and your partner to get something out of this session, give yourself a pat on the back.

Likes and Dislikes:

Think about the session for a moment.

Think of one thing you liked about this session. It might have to do with sharing and discussing with your partner; don't limit yourself.

Think of one thing that you disliked. It might be the writing or the thinking that were required; again, don't limit yourself.

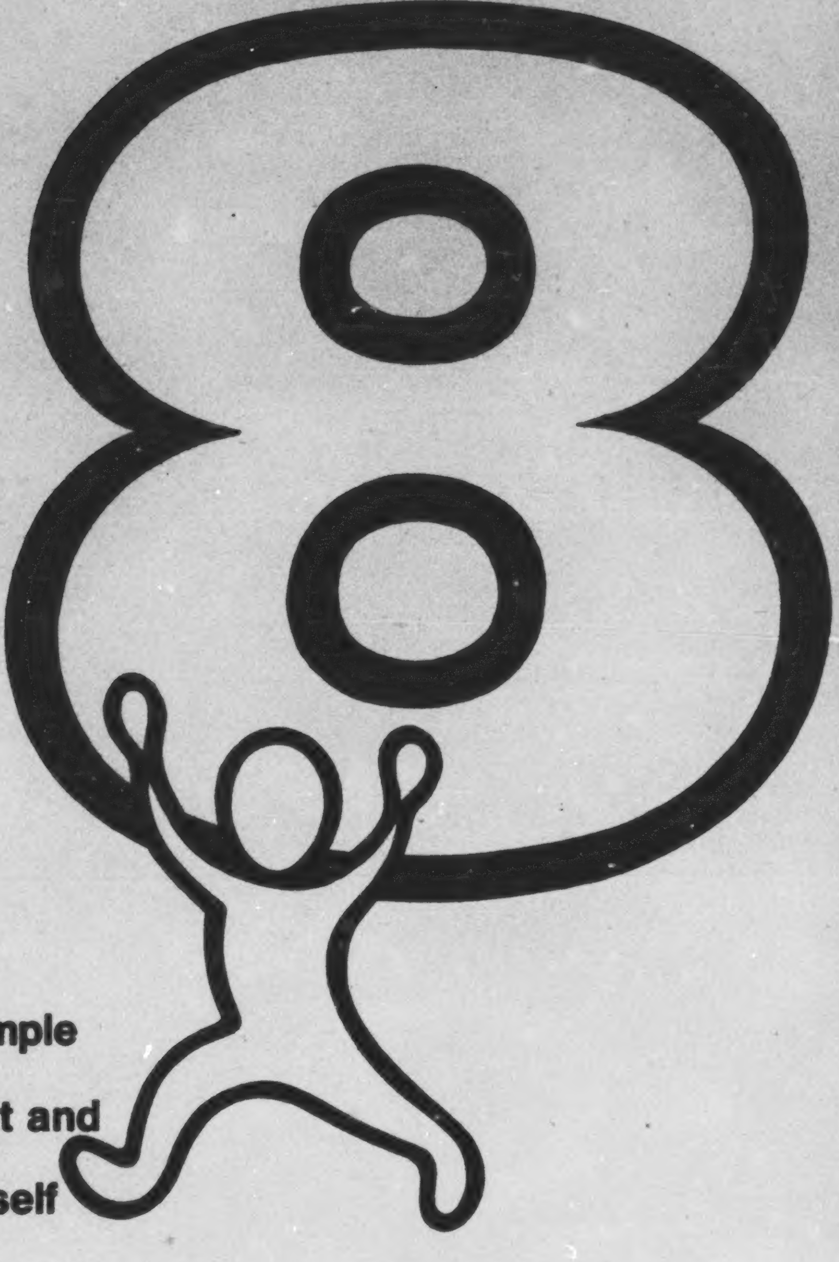
Share your thoughts and let yourself feel whatever comes up as it does.

Note:

Bring something to eat and drink next time.

END OF SESSION

session



Activities

rewrite one last example

look back, take credit and
celebrate what you
have gotten for yourself

Your last session

Note:

This is the last session of this unit.

The first part will give you final practice in creating a positive situation out of a negative one.

The second part will give you a chance to look at what you have learned since you began.

Materials Needed:

One blank to rewrite on and one blank chart.

The first and second card sets.

Soft drinks, coffee, tea, and something to eat as ways of celebrating having worked and learned together.

Directions for Rewriting:

Just as you did in session six, rewrite on the blank the negative example to make it a positive one and mark the statements that fit it.

Choose only one of the two examples that are offered as choices. Agree with your partner to rewrite the same one so that you can compare ideas.

Adults who teach in preschool classrooms, choose one of the following to rewrite:

8. Rosa's Turn
20. The Wood Gluing

Adults who teach in elementary school classrooms, choose one of the following to rewrite:

4. Henri and Erik
6. Choices of Centers

Compare Examples and Your Use of the Chart:

Compare what is similar and what is different between your example and that of your partner.

Check whether your partner agrees with your use of the chart.

Feel good if it seemed easier this time and resent it if you still had difficulty.

Celebration of the end of the series

Note:

What you might have gotten from this series of experiences is a very individual matter. Some have said that they have learned most about themselves and their partner as a result of discussing and sharing viewpoints.

Some have said that they have learned most about what might be helpful to children as they develop in the classroom.

All have said that this experience has helped to open the door to looking at themselves and what they do with children. It is not an end; it is a beginning.

Closing Directions:

Think over the various experiences you have had since you started this unit, your reactions to the card set, the discussions and arguments, the frustrations when trying to understand the chart or the criteria.

Think of something that happened that was important to you.

When you are ready, write out that one thing that was important to you.

When you are ready and when your partner is ready, share that "something" you remember as being important to you.

Let yourselves smile and, if you are willing to do so, drink a toast for the way you have learned together!

Enjoy what you brought!

THE END OF THE SERIES!

DEFINITIONS OF SPECIAL TERMS USED

The following pages explain and give examples for these words:

decision making
demeaning behavior
enhancing practices
feedback
giving credit
healthy self-concept
integration
learning style
limits
overrating practices
problem solving
resources
restricting practices
self-concept
self-evaluation
self-put-down
self-rewarding
sense modes
support
taking credit
teacher practices
values

decision making	•determining what is wanted from what is available and how to get it; i.e., making a choice between alternatives as when you choose a dinner from a menu or when a child chooses an activity or a way of solving a problem.
demeaning behavior	•any kind of behavior that devalues, or puts down something about, a person or a group of people. This can be in the form of what a person says ("You're getting kind of fat, aren't you?"); how the person says it ("You're really smart, aren't you?" said sarcastically); or what is done without words (ignoring someone intentionally when he was trying to get your attention).
enhancing practices	•the methods and ways of teaching that support the pupil's self-concept; i.e., respecting feelings; helping to solve his/her own problems; respecting what he/she values; giving realistic information to a person about himself or herself.

feedback	●any information that a person gets about what a person does or appears to be. The information can be said, can be expressed in a reaction (a grunt, a smile), or can be in the form of results as in a puzzle forming a picture when the pieces are put together, or in a score in spelling. A mirror provides feedback about how a person appears. Teachers give feedback to children by what they say, how they react, and what they do with children's work or behavior.
giving credit	●letting another person know what you see that he/she can recognize as true about himself/herself. You give credit when you praise another person, or express envy or jealousy for what he/she has accomplished, or make a judgment (tell him/her about good points, pat someone on the back, smile approval, tell a person that he/she has done a good job).
healthy self-concept	●the impression people have of themselves that comes from realistic knowledge of facts. The impression includes how they feel about those facts about themselves. Healthy people both like and dislike parts of themselves but don't feel that they are worthless or that they are super in any way. They know their strengths and weaknesses and are able to celebrate their good points and accept resentfully their bad ones.
integration	●making a new combination of old and new parts. We integrate an

integration (continued)	idea when it changes our way of looking at something. We integrate a new experience when we make it part of a new way of behaving; e.g., a child integrates a trip to the zoo by having a new idea about animals or what a zoo is. He or she does this by talking about it, drawing about it, pretending he is one of the animals, or just remembering the experience. Learning does not take place without integration. When you memorize a list of words and then forget them, you have shown that you have not integrated the meaning of the words. Something that may be true of you may not be integrated into your self-concept until you accept it as part of you. Others may say that you're a good teacher but that is not part of your self-concept until you can say that about yourself and believe it.
learning style	•the particular way that you learn (i.e., some of us learn by talking in a group, others learn better by watching and listening). Some children learn by handling objects with their hands, others by listening and looking. The sense mode that a child prefers to use is usually his or her strongest way of learning.
limits	•the boundaries beyond which you cannot go; i.e., the limit of this page is the edge. The limits tell you what freedom you have within them. A teacher tells children of the limits in the classroom by rules and by seeing that the consequences for going beyond the limits are

	experienced by the child. Limits in the classroom are set according to what the teacher can tolerate and still teach effectively and by what the children can tolerate and still learn effectively.
overrating practices	•those things teachers can do that overpraise children or give them more freedom than they can handle; i.e., no limits in the classroom, always praising children and not telling them of ways they can improve, or letting them do what they please and causing them to believe that they are entitled to demand anything.
problem solving	•the process of figuring something out. A problem is a problem when something comes between you and what you want. The steps you use to identify what you want and how to get it are the first steps. The second steps are selecting or creating the ways to solve it and then acting. For example, a child wants to complete a puzzle and tries to find the way to identify the right pieces; a teacher wants to keep the children from eating the cookie dough before the cookies are made and yet to let them form the cookies themselves. She thinks of ways to control for that.
resources	•all of those materials, people, books that can be used to assist a person in completing an activity. A child can use other children as resources to figure out a problem or to get materials from the shelf to make his college.
restricting practices	•those methods of teaching or particular behaviors that a teacher uses

restricting practices (continued)	regularly which limit the freedom of children too much. For example, telling the children the answers instead of helping them to solve their own problems; using only one reading program for all children; using only large group and question-and-answer for teaching; giving no choices or directing children to do what she wants them to do.
self-concept	●the impression that we have of ourselves that comes from what we know about ourselves. Our self-concepts are expressed in our beliefs and opinions about ourselves and in our behavior.
self-evaluation	●the act of looking at what one has done or is and making judgments about one's value. A teacher evaluates himself/herself as a teacher when he or she reviews teaching skills and effectiveness. A child evaluates himself or herself each time he or she makes a judgment about his or her ability or about a characteristic such as being thin or fat or muscular. This process, which goes on all the time, is a skill that is indispensable for maintaining a healthy self-concept. What we judge about ourselves is our self-concept.
self-put-down	●demeaning oneself (i.e., being overly critical, thinking we're less than we really are, comparing ourselves unfavorably with other people). This is done not just with words, but with an attitude such as feeling we're no good, or feeling depressed when there doesn't seem to be any reason.
self-rewarding	●any result of an experience that we

	caused which gives us personal pleasure or satisfaction; e.g., solving a problem, choosing a good dinner, or doing a job well. The reward must be given to us by ourselves and not by someone else.
sense modes	•ways of experiencing through our six senses: touch, sight, hearing, smell, taste, and movement. Each person prefers one sense more than another. Some children prefer to touch more than to listen or to move more than to just look. A teacher needs to know the child's preference to help the child to learn more easily.
support	•encouragement given to someone by being present, saying words of assurance, touching the person, or giving help as it's asked for. Children need support when they are trying something new and are afraid to risk.
taking credit	•looking at yourself, recognizing your good points and your strengths, and feeling good about them. It also means looking at your not-so-good points and accepting them as part of you. To take credit, you must evaluate yourself or something you did. Taking credit happens without your knowing it many times; i.e., a smile when someone compliments you or when you pat yourself on the back. A healthy self-concept is not possible without taking credit properly.
teacher practices	•methods, ways of teaching, or particular habits that a teacher

teacher practices (continued)	uses regularly in her or his teaching.
values	what you believe that is important to you, your religious beliefs, your favorite possessions, your cultural characteristics. Your values show in your attitudes and what you feel good or bad about; e.g., if you feel bad about being overweight, then you value being thin. Each person's values are learned from family, neighborhood, and personal tastes.

What I Know And Feel About Me

Myself as a woman girl
My cultural background
My family background that's part of me
The size of my feet
The color of my hair, my eyes
What I look like
What I can do
What I can't do
What I do well
What I don't do so well
My way of doing things
My willingness to do some things
My unwillingness to do other things
What I like
What I don't like
My ability to cry
My ability to hate
My ability to love
My shyness
My humor
My temper
My ability to learn
My ability to figure things out
How much I don't know
How much I know
Myself as a teacher or student
Myself as a man boy

Resource Booklet 1

sessions 2-4

discussion guide for examples in the first two card sets

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ABOUT THIS BOOKLET

This booklet is meant to be a guidebook for you to review the examples and to check your reasons for rating the examples as you did. You can compare them with the reasons we have written in this booklet.

Each page gives you a chance to reread an example and to find those parts in it that helped you to judge the example as positive, neutral, or negative.

Look up any example you wish. You may find this a good source of examples and explanations (your own and ours) to use even after you have gone through this unit.

The booklet is arranged so that when you open a page to an example, the directions for reviewing are below and our explanations are on the opposite page.

At the end of each explanation of an example, other examples are suggested to give you a different view on the same event. Keep in mind that the reference booklet, Readings on Self-Concept, contains the following for you to read as you feel the need. Some examples refer you to parts of it. Its contents are:

What Is Healthy Self-Concept?

Demeaning Behavior and Self-Concept

Credit Taking and Integrating: Building Blocks of Self-Concepts

On Reasons and Reasoning with Disruptive Children

Nutrition

1.

The elementary school student population has 40 percent Mexican children, 50 percent black children, and 10 percent other, including white children. Most of the blacks are from the Southern U.S. and the Mexicans are first generations children of Mexican parents.

The teacher starts a program of educating the children about the nourishment value in a normal diet. She puts a chart on the board with each child's name and has each one write in what he has had for breakfast, lunch, and dinner the day before.

She makes the program more interesting by placing pictures of a variety of foods in a normal diet: ham, eggs, toast, and orange juice for breakfast; milk, salad, green beans, mashed potatoes, and a pork chop for lunch; and steak, green salad, milk and dessert for dinner.

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher's objective of teaching about nutrition is a good one. Her intent to have them write about the food they eat is a good idea in itself. Her mistakes are in using only examples of food that represent only one culture, the middle-class American, and in giving the children no chance to refuse to give information about their private lives.

The requirement that children write what they eat forces personal information out of them. This could be a good lesson, if the children volunteered the information and had support for taking pride in their food while also learning about the nutritional value it has.

The use of food familiar to only one group of people devalues (puts down) the food the other children eat by giving the idea that only the one kind of food talked about by the teacher is "good" food.

Other Examples

A teacher asking a boy how many children there are in his family. He says eight.....she smiles and looks at her co-teacher (implying that "large" families are to be laughed about).

The use of textbooks with only (stereotypical) middle-class American families: father in a suit smoking a pipe, Sally and John playing with Rover, in a class with children from other backgrounds.

Showing an object from home and telling about it when other children do not value what the child brought, e.g., a Chinese calendar.

Think of an example from your own personal experience that gave you the feeling that what you had at home was not quite as good as what the teacher thought it ought to be. Write that example for yourself. Personal examples can be much more meaningful than any given by someone else. If you can't think of an example, please just say that. Share your example with your partner.

Other References

Examples 9. and 17. of this set.

Returning from a Walking Trip

2.

The children and teacher were returning from a walking trip; about two blocks from the school the children began to run, crossing the street without looking or stopping.

The teacher called the children into a group so they might discuss what had happened. While this discussion was going on, children from another class were playing on the nearby equipment. One child in the discussion group started to walk away, toward the children who were playing. The teacher felt that physical safety of the children was more important than freedom to leave an activity, and said to the child who was leaving,

> "Mary Jane, I cannot allow you to leave until I have finished. It is important that each of you listen carefully to what I am going to say."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of herself? Underline those parts for discussion with your partner.

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The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher's concern for the children's safety is important. Her intent to use discussion would allow the children to say what they know about the need for safety and to understand the reasons for safety rules.

What starts out as an enhancing way to help the children to figure out the need for rules is cancelled by the teacher's telling them what she wants them to know. The example ends up neutral.

A child's self-concept is helped when he understands the reasons for the conditions that affect him and when he can choose to use the rules because they make sense to him, rather than because the teacher says so.

This could have been a positive experience if the teacher had discussed the crossing of the street as she intended to do at first. This is not a negative example because rules are needed and can be stated outright, but it is not an enhancing experience because the children are not involved in reasoning or making a decision.

Other Examples

Limit-Setting That Helps the Child to Control His Own Behavior

"These are the choices you have this morning...." (giving limits before activity)

Teacher stops the child from using materials that are not available for a given activity: "Jerome, what will happen if you use that paper?" (The child makes a decision on what he knows the consequences are).

Think of one limit that you have used in your teaching that a child knew in advance and could choose to violate or to stay within its boundary.

Other References

Examples 7. and 11. suggest ways of handling limits properly.

Reading on Self-Concept (Resource Booklet III).

The Drum*

3.

Four boys and girls are beating drums and bells within a circle while several boys run around the circle (the racetrack).

One of the band members, a little boy, sets his drum aside, reaches over, takes hold of the drum of the girl sitting next to him, and begins to pull. She pulls back and when she starts to lose her hold, she calls: "TEACHER!" The boy loosens his hold. The teacher, who has been watching, walks over to them and kneels on one knee:

T (to the girl): What is the problem?
G: He wants my drum.
T: Do you want to give it to him?
G: No!
T: Have you told him that?
G to the B: You can't have my drum! It's mine! I had it first!
T to B: Do you want her drum?
B: Hers is bigger.
T: Did you ask her for it?
B: No, I just want it!
T: I suggest that you ask her for it.
B: Can I have your drum?
G: No! I'm playing now!
T: Does that answer your question?
B: Yes! But I still want it.
T: Perhaps you might ask her again when she's through with it.

The children continue drumming. The teacher walks away.

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

**Example observed in Griffin Nursery School, Berkeley, California. Eleanor Griffin is the teacher in the example.*

Children are using their own ideas in creating the racetrack. The problem that is caused by the boy is handled by the teacher acting as a resource to the two children. She does not give her solution to the problem. She helps the girl to say what the problem is and to make a statement to the boy.

The children learn by making clear statements and reacting to the answers they get. The boy is encouraged to ask directly for what he wants and to respect the girl's refusal.

The children use their spontaneous feelings and learn to make the most of what is possible within the limits.

This example demonstrates how a teacher can support children's learning for themselves.

The girl learns that she can take care of herself by using her own power to control the situation.

Note that the teacher is consistent about suggesting rather than telling.

Other Examples

Some other good examples are found within this set. Read examples 7. "Flashcards," 11. "Ten Minutes Late," or 13. "The Picnic."

These show the teacher handling different situations through the use of the same principles: helping the children to make their own decisions by using the resources that are there.

Henry and Erik

4.

Henry and Erik, who have reached quite different levels of achievement in math, are working side by side at a table. Both boys have chosen this activity from among three others.

The assistant has some specially prepared problems on dittoed sheets which she plans to hand out to all the children who are working on math at this hour. The sheets are not all the same, but represent the three different levels of math achievement at which the various children are working.

As the assistant hands Henry (the boy of lower math achievement) his sheet, she says,

> "Henry, if you would like to work with someone on these problems, you may choose either Donald or Jerry. Erik will not have the same problems as you."

She hands a different set of problems to Erik (who is doing better in math) and says,

> "Erik, if you want to work with someone, you may choose either John or Paul."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

Choices are provided that let the children make decisions for themselves.

The dittoed sheets will increase the chance of the boys' having success in working the problems, because they are individualized. However, the use of only ditto sheets does not give the boys a chance to use other ways of learning math, such as the use of manipulable objects (e.g., cuisenaire rods, beads, etc.).

Assignment of the choice of partners to work with may arouse suspicions; it runs the risk of causing Henry to think he's "dumb" and Erik to think he's "smart." The example turns out more negative than positive for this reason.

Other Examples (which avoid this problem)

Choices can be offered within one assignment; e.g., one sheet of math problems given to all the children with the choice of doing two very easy ones, two medium hard, and two hard ones. In this way, the children can realize (take credit for) what they personally find easy or hard.

Or children are assigned to make up their own math problems and to work them out. They can pick people of their choice to help them and can later check each other's work. This technique lets them see other ideas and make choices, and gives them the chance to realize (take credit for) what they know.

Think of one instance in your teaching when you gave children choices within an assignment.

Other References

Examples 6. "The Centers," 7. "Flashcards, 13. "The Picnic," and 17. "Mark's Picture" show children making choices in different kinds of situations.

Mother's Departure

5.

A four-year-old is upset by his mother's departure. The expression on his face, his body posture, and withdrawal from activity indicate his feelings.

Soon he wanders aimlessly and cries. He makes a great effort not to make his crying audible. The teaching assistant becomes aware that he is upset and leads him to a puzzle at a table.

During the next half hour, other than words of comfort, no other techniques are used and the child sits in a kind of forlorn disinterest.

The teacher has been somewhat involved with other children--now she walks over and says to the teaching assistant:

> "I'll take care of this." (Then to the child) "What you need is a tissue."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher demeans the teaching assistant by implying that what she has already done with the child is inappropriate or not so good as what the teacher plans to do.

The teacher then proceeds to demean the child by implying that all he needs is to have a clean nose. She shows no respect for the child's feelings.

As a result, the child could begin to believe that his feelings are unimportant or, worse yet, that there is something bad about feeling that way in the classroom.

If a child is influenced to reject his own feelings or to believe that an adult does not care, he will begin to reject himself.

Other Examples

"Don't feel bad, Tom; I'm sure it was an accident that Ricky knocked over your blocks."

"Don't be afraid now; there's nothing to be afraid of."

In a show-and-tell, "Come on, Jamie, you can speak up. Don't be shy now."

These examples show the adult being unsupportive of what the child feels at the time. The child needs to use his feelings as he feels them. The adult's job is to create a situation that lets the child use his feelings within limits.

Can you think of an instance when someone has tried to get you to deny your feelings, either as a child or as an adult? Write briefly what that instance was.

Other References

9. "Spitting" is a good example in this set of punishing the child for expressing his feelings through spitting. The teacher can disapprove of the way the feeling is expressed, but she must be careful not to imply that the feeling is wrong.

Other examples showing how to support children's feelings are: 15. "Boy and Girl Fighting," 13. "The Drum," and 17. "Mark's Picture."

In Resource Booklet III, see "On Reasons and Reasoning with Disruptive Children."

Choices of Centers

6.

The teacher is telling the children which activity centers may be chosen that morning.

T: "There's room for five of you in the listening area. Who wants to use that area?"

Six children raise their hands.

T: "Six of you have chosen this and there is room for only five of you. Would one of you like to choose another center? The reading, art, and math centers are all open."

No one answers.

T: "What is our rule when there are not enough places for all who want to work in one area?"

Larry: "The one who was there the day before doesn't get to be there."

T: "If you were there yesterday, you'll have to wait for another turn. Were any of you there yesterday."

Jim raises his hand.

T: "Since you were there yesterday, you'll have to choose to work either in the reading, art, or math center."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

This teacher uses some enhancing and some restricting methods. Her teaching method is positive because she provides an opportunity for the children to make decisions by choosing an activity they are most ready to do that morning, but she misses the chance to help them to solve their own problem.

Her center limits are clear and she expects the children to know them.

However, setting up the physical environment is not enough. Children's self-concept is helped most when they solve their own problems, with the help of the teacher. This teacher solves the problem for them by making the decision and directing them.

Other Examples

Children are to have only one game in their possession at a time. One child has both the inlay puzzle box and the lotto. One child wants the lotto, so he tells the teacher; the teacher tells the first child to give up the lotto.

A child can choose to play quietly with the blocks during reading time. He becomes noisy, so the teacher directs him to come back to the group.

In both cases, the choices are there but the teacher does not help the child to apply the rule himself.

Can you think of an example in which you provided choices but did not give the child a chance to apply the rule himself? Write that example.

Other References (if you wish to read more on the subject, or if this idea still isn't clear).

2., 11., and 13. are good examples of a teacher helping a child in making choices and solving problems himself through his own decisions.

Flashcards

7.

The teacher has a group of five children. She is holding up flashcards for them to identify by saying the word that is on each card. The children volunteer answers as they choose to.

Jimmy volunteers an incorrect answer to a card and Susan says: "No, that's not right, is it, Mrs. Walters?"

Tchr: "I'm not going to answer your question yet, Susan, because I want Jimmy to find out for himself. Jimmy, are you willing to check with someone in the group to see what they think the word is?"

Jimmy: "Yes, but I don't want to ask Susan because she butts in! I want to ask Arthur. Arthur, what do you think?"

Arthur: "It's not right."

Jimmy: "Aww!"

Tchr: "Are you willing to find out why?"

Jimmy: "OK, what do you say it is, Arthur?"

Arthur: "It's talked, not talk."

Tchr: "Jimmy, see if you can find out in what way Arthur's word is different from yours."

Jimmy: "I don't know how!" ...."Oh, yeah, I can find out if I can see the two words together."

The teacher helps them print out Jimmy's word on the board and they compare it with the flashcard to find the ed on the end of the word.

Tchr: "Susan, did you get an answer to your questions?"

Susan: "Yes, I was right!" (she smiles)

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher prevents Susan from upstaging Jimmy and putting him down.

She then asks questions which help the boy to use his own ideas and to use others in the group as resources to get feedback about his answer.

She supports his expressing his disappointment and prods him to find a way to know how his answer is different from Arthur's.

The boy solves the problem himself by comparing the words.

This is an excellent example of guiding the child to take responsibility for his own learning by using resources and feedback to solve his own problems.

Self-concept is most helped when children are responsible for their own learning.

Other Examples

A girl working on math problems says, "I can't do this one!" Tchr: "Show me what you do know of the problem. (The girl identifies what she knows.) Now show me what it is you don't know."

In pre-school, a little boy is assembling an inlay puzzle. He tries to force a piece into the wrong slot. Tchr: "What other ways could you try to make it fit?" (The boy tries different positions and finds the fit.)

Can you think of one question you could ask a child who was having difficulty with a problem? Rely on your personal experience. Write that question.

Other References

Examples 3. "The Drum," 11. "Ten Minutes Late," and 13. "The Picnic" are excellent examples of guiding the child's efforts to solve his own problem.

"Rosa's Turn" 8.

The assistant is working at a table with Rosa. A second child interrupts with a project and asks for the assistant's attention and help. She looks up from the exercise and says:

Assistant: "That looks very interesting, and I'll be glad to help you. Right now it is Rosa's turn, and when I finish I have told Maria that I would help her. After that, it will be your turn. I know you can work alone on your project for a few minutes longer."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of herself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The child is willing to use the assistant as a resource for help. The assistant answers the child's request and states the limits that she has two other children to assist.

The assistant fails to use the opportunity to have the child make the decision about whether she wants to wait or not. She tells her to wait by saying that she knows she can work on her project. The child is forced to wait rather than to find another resource.

This is a good example of the limits and structure being made clear to the child, but it is weak in not allowing her to make her own choice.

This example is similar to example 6. where the teacher sets up the situation excellently but fails to support the child in making her own decision about whether to wait. Decision making is most essential to development of self-·›ncept.

Other Examples

Teacher with four pre-school children says to one who is about to leave: "Don't you want to do this with us?"

An adult to a boy running in the hall: "We don't run in the hall, do we?"

These two statements appear to be questions but are, in fact, statements. They offer no choice to the child.

Write an example from your own experience in which there appeared to be a choice but, in fact, there wasn't.

Spitting

One child spit on another child. The teacher jerked the child up by his arm and started lecturing the child and the other members of the class about not spitting on other children.

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher intrudes on the privacy of the child's body by grasping him without his permission. She makes a public example of the child, thereby humiliating him.

It is easy for a teacher to want to make a public example of a child who does something which she dislikes very much, but by doing that she does not give the child credit for having a good reason for reacting in that way.

A child's self-concept is very much influenced by the opinion of his playmates. Being humiliated in front of the other children is a sure way to demean the child's self-concept.

Other Examples

A child punches another one; the teacher grabs his arm and says, "I told you not to hit."

A child carries a freshly-painted drawing to show the teacher and drips paint on her shoe as she holds it up for her to see. Tchr: "Now look what you've done; I've told you a dozen times not to take the paintings out of the painting area."

In both instances, the teacher reacts to superficial behavior instead of paying attention to the child's intent.

Other References

Other examples in this set that demonstrate the same demeaning behavior are: 14. "Counting," 16. "Two Boys Fighting," and 18. "Mary Jane."

In Resource Booklet III, see "Handling Disruptive Behavior" and "Demeaning Behavior and Self-Concept."

Artwork

10.

At school the teacher holds up Charles' artwork and says, "Charles is our best artist. We all saw his fine work today."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher makes an unfavorable comparison between one child's work and that of the entire class. Further, she imposes her values of what is good artwork. Other children would feel that they would have to draw like Charles in order to do "good work." The teacher devalues the individual art other children produce.

It's critical for the child to learn that it is more important to please himself with what he does than to try to please someone else, expecially in the use of art.

A child's self-concept is expressed in all of his work. His self-concept becomes strong from learning to take realistic credit for what he is able to do. This teacher gave Charles unrealistic credit.

Other Examples

"Follow directions like Marcia."

"Why can't you be like your brother?"

Think of an instance you experienced or witnessed in which an unfavorable comparison was made between people.

Other References

Other references are 12. "You Can Do This" and 18. "Mary Jane," both good examples of comparing one child to another or to a group.

Ten Minutes Late

11.

The teacher is having a group time after lunch when two boys come running into the class about ten minutes late. The teacher does not say anything to the boys and they join the group.

When the group time is over, the teacher asks the boys to talk to her privately.

T: "I called you aside to find out why you were late from recess and to talk about what you can do to be on time when you need to. Why were you late? (In a neutral tone)

B's: "We were at the other end of the playground and just kept on playing."

T: "Did you know that the rule is that you're to be in the classroom right after the bell?"

B's: "Yeah." (They look at each other and down at their feet.)

T: "What can you do to be on time next time?"

B: "We could just come in when the other kids come in."

Other B: "We could listen for the bell and come in then."

T: "Are you willing to try that next recess to see if it works?"

B's: "Yeah."

T: "All right, that's fine with me. Let's meet again before school's out to see if your idea worked."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher talks to the children privately to avoid embarrassment. She places responsibility on them for explaining why they're late and for arriving at a solution to the problem.

She makes sure that they know what the rule is before urging them to propose their own solution.

They identify the reason, propose a solution for the next time, and agree to meet later to have an opportunity to take credit for the success or failure of their solution.

This is an excellent example of maintaining the classroom limits and helping children to be responsible for their own actions and solutions to problems.

Being responsible for their own actions and solving their own problems is most important for children as they develop their self-concepts.

Other Examples

A boy comes up to the teacher on the playground and says: "He hit me!" Tchr: "What would you like me to do?"

Several children are sneaking cookies (against the rules) before they are baked. The teacher talks to the children separately and asks them what they can do to stop themselves from eating the dough. She tells them the different jobs. They choose the job of serving the cookies after they are baked.

Think of an instance from your personal experience in which you have helped or have been helped to find a solution to your own problem.

Other References

Several examples in this set illustrate this same process very well. The examples are: 11. "Ten Minutes Late," 13. "The Picnic," 15. "Boy and Girl Fighting."

"You Can Do This"

12.

Teacher to child: "Johnny, I'm sure you can do this. Jane, I think you can do this, too."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

Teacher makes an unfavorable comparison between Johnny and Jane. This could lead Jane to think less of herself. It has been demonstrated that what a teacher expects of a child influences what a child expects of himself.

The teacher needs to give equal support to children's potential or to avoid bringing up the subject at all in each other's presence.

Other Examples

"Ask your brother how he did it; he did it well."

"When you can control yourself like Irma, then you can come back to the group."

You might think of an example that has happened within your own family.

Other References

10. "Artwork" and 18. "Mary Jane."

The Picnic

13.

A 3rd-grade class is having a group meeting. A picnic was planned for today, but earlier this morning it rained. The class is discussing whether or not to put off the walk and picnic to a drier day.

The teacher suggests they stay in class today because she thinks that the ground is muddy and that the children will get wet or injured from falling. The children appear eager to go anyway.

The teacher then suggests that the class get more information before making a final decision. She asks the class for suggestions on how they can find out.

One boy suggests that they look at the picnic grounds to see if they're too wet. Another child suggests that the class go anyway and come back if it's too wet.

The class decides to send several children to see and to come back with the information. The teacher says:

"Take paper and pencil and each of you take a look at a different part of the picnic area. John, you look at the swings and slide area; Clarissa, you look at the table area; Jessie, you look at the baseball field area; and Marty, you take a look at the paths that go to the picnic grounds."

The teaching assistant goes with the four. The teacher says that the class can make the final decision after they have the information. The four are to write down what they see and to report to the class later.

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are as follows. Compare both your sets of reasons with ours.

The teacher responds to the children's desire to go on the picnic. She arranges for them to get the information needed to make the final decision. The children themselves suggest what information they need, and proceed to solve the problem by getting the information.

The children learn that they have a voice in their activities and that, with that voice, goes the responsibility to make a decision based on information.

Problem solving and decision making are essential to feelings of competence. The teacher could have gone even further by guiding the children to use their own way of getting the information instead of telling them how to do so.

Other Examples

A child has difficulty in choosing the next person for his baseball team. Tchr: "What do you need to know to make your choice?" Ch: "Who I need for second base."

A pre-school child walks all around the room. Tchr: "Are you looking for something you want to do?" Ch: "Uh-huh." Tchr: "Try this to help you. Close your eyes; then think of a thing you don't want to do. Now think of one thing that you would really like to do." Ch: "I don't wanna play in sandbox. I wanna ride the tricycles."

Write an example from your own experience of an instance when you or another person were helped to make a decision.

Other References

7. "Flashcards" and 11. "Ten Minutes Late." These illustrate placing the responsibility on the child to make his own decision.

Counting in a Circle

14.

The teacher in the classroom has children in a circle; she is counting them and having them repeat their assigned number. She places her hand lightly on each child's head as she counts out loud. "You're one, you're two..."

When she comes to a black child, she stops short of touching his head. She goes on and repeats, not touching each child's head.

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher demonstrates to the black children that she does not want to touch their heads. This implies to them that they are not desirable as compared to the non-black children.

Her avoiding touching black children's hair implies that she is repulsed by their hair or, for some reason, values the non-black children's hair more.

As a result, the black children may feel less desirable than the others.

Other Examples

The teacher changes a Mexican (Chicano) child's first name from Roberto to Robert.

The adult, a woman, is willing to hold little girls on her lap but is reluctant to hold boys.

These two examples show the adult's preference (value) for one over the other.

Think of an example from your personal experience that shows an experience similar to those above.

Other References

Other examples in this set that illustrate similar behavior in other situation are 10. "Art work," 12. "You Can Do This," 16. "Two Boys Fighting," 18. "Mary Jane."

Boy and Girl Fighting

15.

Two children in a 2nd-grade class, a boy and a girl, are punching and pushing each other in the corner of the classroom. The teacher puts a hand on each of their shoulders and says:

Tchr: "I'm not going to allow you to fight this way. If you're mad at each other and want to get it out, I'll show you another way. You can use pillows and I will referee or you can scribble fight; then we'll talk about it afterwards. What would you like to do?"

Boy: "She was teasing me!"

Girl: "I wasn't neither!"

Tchr: "What you're doing isn't talking about it; you're still fighting with words. I suggest you each go get the pillows."

The two get a pillow each and the teacher referees while the two push and shove each other with the pillows. She stops them after they slow down and gives them a choice of drawing a picture of themselves fighting or just talking about the fight.

The three talk about the anger, the fighting and what started it, and what they would do differently next time. At the close of the talking, the teacher suggests that they play in different areas. The girl joins a group of girls and the boy walks away, looking for something of interest to him on the other side of the room.

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What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher maintains the limits by stopping the children from fighting.

She supports their expressing their anger by letting them fight in a way that will not hurt them. She offers them a choice of pillows or scribble fighting.

After the experience she gives them an opportunity to integrate what caused it, and to suggest how they would handle the situation next time.

The children learn that it's all right to get angry and to fight, but not to hurt each other. They also learn to talk about their experience, to identify the cause of the problem, and to come up with their own solution for next time.

This is not a method that's likely to be seen in a classroom, but it does illustrate how a teacher can enable children to use their feelings to learn about themselves and to solve interpersonal problems.

At every step of the way, the children are supported in using their feelings and in learning about what makes them angry so that they can make their own decisions the next time.

Other Examples

A boy is having difficulty drawing a picture just as he wants it. His hand gets less steady and he becomes more irritated. The teacher suggests that he take another sheet of paper and scribble as hard as he can, gritting his teeth. He returns to his original drawing.

Children are showing each other something they were proud of doing that day. The teacher helps each child to use the feeling he has when he shows his work. Some children express shyness, some grin broadly, some fidget around, and some are even willing to take bows for their performance.

How have you let your children express their feelings? Or can you think of an instance when someone helped you to express your feelings? Briefly write your example.

Other References

Other examples that demonstrate children using their feelings are: 3. "The Drum," 7. "Flashcards," and 17. "Mark's Picture."

Two Boys Fighting

16.

A white teacher is on the playground: Two 7-year-old boys are fighting: one a black youth, the other white.

The teacher takes the black youth by his arm and says: "Stop it! Stop it!"

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What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher assumes that the black youth is more responsible than the other for the fight. She is not only making a presumption, but implying that fighting is "bad." The black youth is being demeaned by being judged prematurely, and getting the message that he is bad for fighting.

The boys' self-concept could have been helped by being judged fairly and given credit for having good reasons for fighting.

Other Examples

The teacher sees a girl reaching down to pick up a pencil and says, "Keep your eyes on your own paper."

A teaching assistant sees a boy looking for something to do after completing his assignment. She says: "Get back to your seat and finish your writing."

Both adults pre-judge without the evidence.

Write a brief example of when you might have done this, perhaps with your own children.

Other References

One other example in this set is 12. "You Can Do This," which illustrates similar behavior.

In Resource Booklet III, see "Demeaning Behavior and Self-Concept" and "Readings in Self-Concept."

"Mark's Picture" 17.

Mark brings a picture he has drawn and hands it to the teacher. The teacher looks at it and asks him:

Tchr: "What do you like about it?"
Mark: "I like it 'cause it's about James Bond and 'cause the car looks like it's really going fast so that they can't catch him."
Tchr: "Oh! I hadn't looked at it that way!.....Do you want to know what I liked about it?"
Mark: "Yeah."
Tchr: "I like the colors you used, the bright yellow for the car and the way you mixed the blues and greens, and also the expressions on the faces of the people."
Mark smiles and takes back his drawing.

Tchr: "If you want to, you can show your picture and tell about it at sharing time, or put it on the wall where others in the class can see it. Do you want to do either of these things?"
Mark: (he smiles shyly) "No, I'll just take it home to show to my Dad."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher treats Mark as an equal in giving him an opportunity to say what he likes. She gives him credit by expressing that she has learned somthing from his viewpoint. She states what she likes by identifying specifically what pleases her in the artwork. This gives Mark a chance to make his own judgment about those specific points and to take credit for them if he agrees.

He takes credit by smiling.

The teacher offers him an opportunity to take credit and to integrate his work by showing it and putting it on the wall where he can see it from day to day. He makes his own decision and chooses to take it home to take credit by showing it to his father.

This is one of the few examples that illustrate how taking credit occurs spontaneously and how a teacher can structure it for the child to make a choice about how he wants to take credit for his work (by displaying it or by showing it to a person who is important to him).

Other Examples

The best other examples are within this set. See 11. "Ten Minutes Late" and 15. "Boy and Girl Fighting." In 11., the boys take credit for being late by identifying the reasons that they were late and expressing them directly. In 15. the boy and the girl have an opportunity to take credit for their fighting and to integrate the way they fight by drawing a picture of themselves, discussing the fight, and proposing what they would do next time to express their feelings without beating each other.

Think of how you respond to a child when he shows you some of his work: a painting, a completed worksheet, etc. Remember whether you smiled and commented, or whether you provided an opportunity for the child to identify what he was showing to you.

Additional Comments

The child learns to evaluate his own work and to realize that his own opinion can be as valuable as that of someone else. In addition, he learns to use other people's viewpoints and to recognize the fact that people differ in the way they experience things.

In Resource Booklet III, see "Taking Credit" and Integration" and "Readings in Self-Concept."

Mary Jane

18.

The children and teacher were returning from a walking trip. About two blocks from the school the children began running back to the school across the streets without stopping. When they were on the playground, the teacher called them into a group and discussed what had happened. While this discussion was taking place, other children were playing on the equipment on the playground. One child looked away from the teacher and started walking away; the teacher took hold of the child's shoulders and said, "Mary Jane, listen to me; you're the one who needs to hear this the most."

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What parts of the example did you think affected the child's concept of herself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher's concern about safety is appropriate. Her use of discussion gives the children a chance to make their own observations and to hear other people's points of view.

The teacher cancels the benefit of these positive efforts by intruding on the child's privacy when she takes her by the shoulders and by singling her out as a person who needs more than the others.

This makes a public sacrifice of Mary Jane by implying that she is the cause of the problem.

Mary Jane's self-concept can be negatively influenced by thinking that there is something wrong with her.

Other Examples

A teacher is with a group of 8 children. She is reading a story. Ronald is looking around and fidgeting.

Tchr: "Ronald, what did I just read?"
R: "I don't know."
Tchr: "I don't know what to do with you; now you pay attention."

It's recess time and children are getting ready to leave by sitting at their tables and folding their hands quietly.

Tchr: "There is someone who isn't ready."
One girl is playing with her pencils.

Both examples reprimand a child in front of others.

Think of an instance you experienced when you were singled out or when someone you know was singled out in elementary school. Write that example briefly.

Other References

9. "Spitting," 10. "Artwork," and 12. "You Can Do This" all illustrate making unfavorable comparisons between children and making a public issue of something that should remain private.

In Resource Booklet III, see "Demeaning Behavior and Self-Concept."

The Matching Game

Five pre-school children are in a small group with a teacher, Miss Henry. They are playing color lotto, a game which requires the child to cover his color with a matching piece as the teacher shows the color.

Jamie is irritated because she has not been able to match the colors. She reaches over and says as she puts her forefinger on each of another child's lotto pieces: "You got this one, and this one, and this one....." She pushes each matching piece off as she puts her finger on it.

The other child says: "Stop that!"

T to J: "you're upsetting Kim's game, Jamie. If you want to play this game you've got to keep your hands on your own cards. Do you still want to play this game or something else?"
J: "I want to play this game .....but I want to get some cards, too!"
T: "How can you get them?"
J: "If I call them the right name."
T: "That's right. Now what I'll do is to make the rule that you get two guesses for the rest of this game to help you get more cards. After this game you will get only one guess like the rest."
J: "OK."

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What parts of the example did you think affected the child's concept of herself? Underline those parts for discussion with your partner.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

Jamie expresses her resentment by pushing the lotto pieces off the next child's card. The teacher supports the game by stopping Jamie's breaking the limits. She tells Jamie clearly what she needs to do in order to stay in the game.

She offers her the choice of playing within the rules or playing another game, and the child makes her own decision about it. The child is resentful about not having cards and the teacher makes the mistake of modifying the rules without the children's permission. Children's self-concepts become realistic by knowing their abilities. Playing within rules and limits helps a child to learn what she can do within the limits. The rules can be changed to increase chances of success only at the beginning or with agreement of the players.

Other Examples

The players (boys and girls) agree that the smaller girls get four strikes before being counted out in a baseball game with the boys.

The teacher provides a variety of math activities requiring different levels of skill for children to choose from.

In both of these instances, the teacher is increasing the chances that the child will succeed by choosing the kind of activity that he is able to do.

Have you ever played checkers, chess, cards or some other game with a person who is obviously more skilled than you? If you have, think how you would modify the rules in order to equalize your chances of winning.

Other References

4. "Henry and Erik" and 7. "Flashcards" are two examples that illustrate the teachers' providing choices for children to be able to succeed in what they do.

The Wood Gluing

20.

Danny, a preschool boy, has finished making a construction from pieces of wood and glue. When the teacher comes to his table, the following dialogue takes place:

T: "Oh, how nice, Danny! What do you call it?"
D: "I don't know; it's a gluing."
T: "What is it for?"
D: "Huh?"
T: "Do you want to add anything more to it?"
D: "No, I'm through."
T: "All right, I'll just put it over here where someone won't knock it over. It will be dry by tomorrow."

-4 -3 -2 -1 0 1 2 3 4

What parts of the example did you think affected the child's concept of himself? Underline those parts for discussion with your partner.

Why did you think these actions or circumstances would help or not help a child's development? Write your reasons below.

What parts did your partner identify and what reasons did he or she give? Compare your observations to see what you have that is similar and what is different.

The reasons we used are given on the next page. Compare both your sets of reasons with ours.

The teacher volunteers feedback without the child's asking for it. She further imposes the idea that an art form needs to have a name.

If that isn't enough, she then imposes the notion that something you make needs to have a purpose.

At no time does she ask the child what he thinks or what he wants to do with it. This teacher is a good example of the "pushy" teacher who imposes her ideas and values and does not support the child in developing his own.

A child's use of his own ideas, whether successful or not, are like his own hands and feet, an important part of his self-concept. Support of children's ideas is one or the most important practices a teacher can use to help a child's self-concept.

Other Examples

A child has finished a story. The teacher reads it and says: "Oh, how wonderful! We must put this on the board." She takes the writing and places it on the bulletin board.

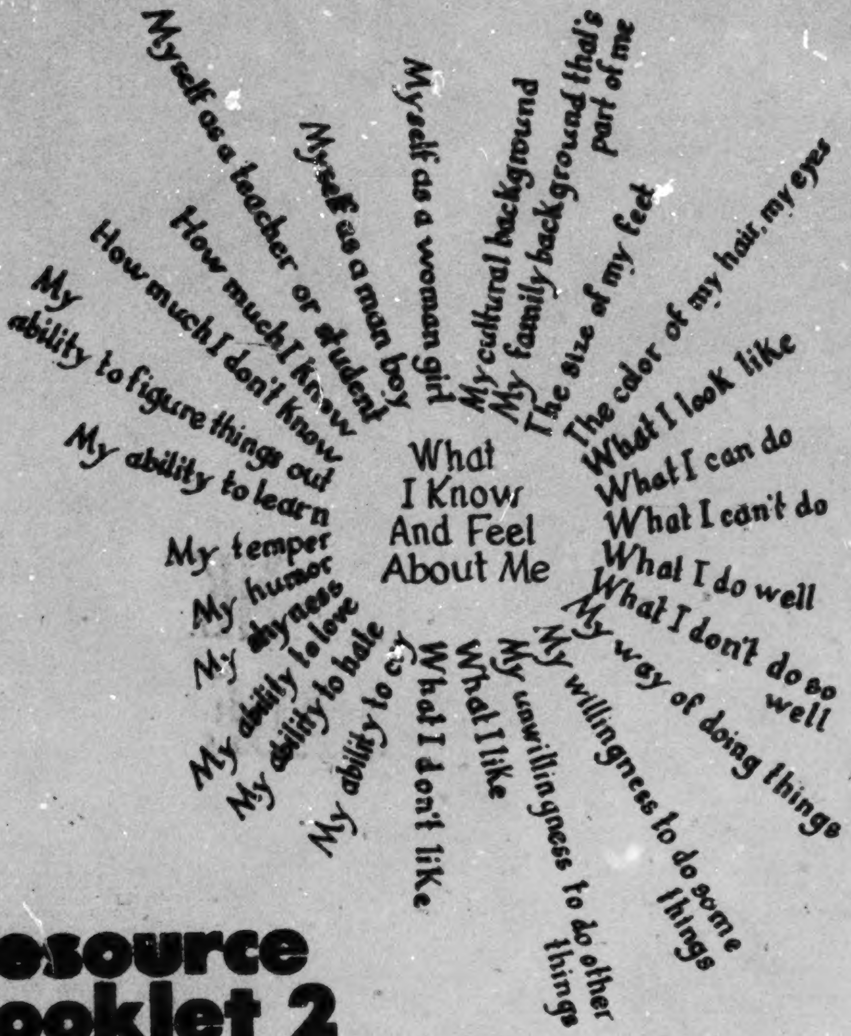
A teacher is taking dictation from a kindergarten child after a trip to the children's zoo.
Tchr: "What animals did you see."
C: "I saw a turtle, a goat, and one of those fuzzy little ones."
Tchr: "And what else did you see?"

In both of these instances, the teacher is not helping the child to use his own judgment and his own experience. The teacher is prompting and imposing her own ideas.

Has one of your supervisors ever done this to you? Think of an instance when you were not asked for your own opinion or viewpoint about something that you did, but got comments or directions that you didn't ask for.

Other References

10. "Artwork" and 8. "Rosa's Turn" both illustrate a teacher imposing her values or making the decision for the child, rather than letting the choice come from the child. A positive example is 17. "Mark's Picture."


What I Know And Feel About Me
Myself as a teacher or student
Myself as a man boy
Myself as a woman girl
My cultural background
My family background that's part of me
The size of my feet
The color of my hair, my eyes
What I look like
What I can do
What I can't do
What I do well
What I don't do so well
My way of doing things
My willingness to do some things
My unwillingness to do other things
What I like
What I don't like
My ability to cry
My ability to hate
My ability to love
My shyness
My humor
My temper
My ability to learn
My ability to figure things out
How much I don't know
How much I know

Resource Booklet 2

sessions 5-8

rewritten examples discussed and analyzed

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How to use this Booklet

This booklet has twenty examples of adult/child situations in classrooms. The effect on the children of the teaching practices in each example is discussed.

A way of judging whether the practices

Demean, Restrict, Enchance, or Overrate

what a child thinks of himself is given for every example. This procedure is explained in detail in the Guidebook - Session 5 (pp. 29-42). Read the examples of your choice and check yourself with the chart below them.

The idea is that, as you learn to use the chart, you will be able to ask yourself: "Are there points in this learning situation that make it demeaning, restricting, enhancing, or overrating?"

After being able to do that, you can judge your own practices in the classroom and you will recognize when you're using methods that are helpful to a child's development and when you're not.

This booklet is the resource for the second part of the unit, beginning with Session 5. This second part asks you to make positive situations out of negative ones by rewriting them, and vice versa. You are also asked to find the parts of your example that fit the statements in the chart.

The practice will give you experience in making a good situation out of a bad one.

This booklet has the author's version of ways to make those negative situation positive, and vice versa.

Yours do not have to be like the author's to be good rewrites. There are many ways to make a negative situation positive.

Nutrition

A white teacher has a majority of black and Chicano children in her class, and a few white children.

She starts a program to teach the children the nourishment value of foods, and plans to supplement the children's discussion with pictures of foods. She knows, however, that some dishes prepared and served by black and Mexican families will be unfamiliar to her, and she will not have pictures of them for a display. In a parent meeting she asks the parents if they will provide children with a recipe or description of some favorite foods they like to eat at home. She asks if any of the parents would be able to make a dish and bring it to school for the children to sample. E1

One day each week the teacher invites the children to participate in a discussion of foods they have eaten, how they taste, and what they look like. E10 Sometimes the discussions are supplemented by tasting the dishes. The teacher uses pictures of various ingredients to supplement the child's description, and then talks about the nutrition value of the ingredients. E4

-4 -3 -2 -1 0 1 2 3 4

The teacher shows concern that each child's diet will be represented. This gives a child a chance to take credit for the food that he values and that is very much part of his home life and culture.

The variety of foods enables the children to learn about the foods that are special to others and to see similarities and differences in what people like.

The children have a choice in participating and their parents play a part in what is being learned in the classroom.

The experience includes learning through many sense modes: sight, smell, taste, feel, and hearing.

Note the enhancing criteria in the following chart.

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them in their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	[illegible]. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

Returning from a Walking Trip

A group of children (C) and their teacher (T) were returning from a walking trip. The children began to run across a street without stopping to look for oncoming cars.

The teacher crossed the street and called the children into a group.

> T: "I expect you to follow one rule when we take trips, and it is that you take care of yourselves. E7 You did not take care of yourselves a little while ago. Why do you think I'm saying that?"
> The children say what they think: "Running in a group... not looking before crossing the street." One disagrees with the claim that running fast helps you to beat the cars. E2
> T: "Why do you think that running in a group is not taking care of yourself, or not looking; or how is running fast a help?"

The discussion continues until the children arrive at the conclusion that the safest way to cross the street in a group is to make sure that there are no cars near or that there is a signal. E5

> T concludes: "OK, I'll expect you to use that when we come to the next corner."

-4 -3 -2 -1 0 1 2 3 4

This is a positive example because the children have the responsibility of finding a workable solution within the limits set by the teacher for their safety.

They use their own ideas and apply the guiding rule of taking care of themselves.

Note the enhancing criteria demonstrated by this example:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

The Drums

A group of four-year-olds are playing drums, bells, and make-believe horns in the middle of a racetrack that they put together.

A boy reaches over, grasps a drum a girl is beating on, and begins to pull. She tugs back and when she starts to lose the drum, she calls: "TEACHER!"

The teacher has been watching and she walks up to the two.

T to the B: "Keep your hands to yourself. R5 I saw what you did and I want you to play with your own drum." R9

The teacher walks away.

-4 -3 -2 -1 0 1 2 3 4

This is an example of restricting actions. The teacher plays policewoman and doesn't use the incident to help the children learn something about why they were struggling or how to deal with that situation in the future. Note the criteria that are met.

Note the restricting criteria demonstrated by the example:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-regard by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.
3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.
6. Use resources by providing them in activities and guiding children to use them.
7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Henry and Erik

Henry and Erik, who are at different levels of achievement in math, are working side by side at the table. The boys have chosen this activity from three others.

The teacher and teaching assistant have provided choices of ditto sheets of several math levels, activity cards which involve the use of math at various levels, and creation of their own math problems. E2 E4

The teacher and teaching assistant help the boys make their choices E3 on the basis of what they think they can do. E4 At the end of the activity, the teacher and teaching assistant help the children assess their work and their choice. They ask them what they liked and disliked about their choice, what they did well in math, what they did not do well in math, E10 what they would choose next time and why. E11

The boys finish the activity by writing on their work what they liked about what they did, and place their work in their personal folders.

-4 -3 -2 -1 0 1 2 3 4

The boys are developing decision-making ability by choosing their own activity. The choices provided by the adults give them a chance to succeed by working at their own ability levels. The chance to write his own math problems is an especially effective way for a child to challenge himself and to find out what he knows.

The adults are there as resources to help them make and evaluate their choices and make decisions.

The children's correcting their own work and placing it in personal folders enables them to take credit for what they can do and to keep it for comparison at another time (to integrate their own progress).

Enhancing criteria demonstrated are noted:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.

② Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.

③ Make decisions by providing choices and guiding rather than by telling.

④ Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.

5. Solve problems by supporting and guiding their efforts rather than by telling.

⑥ Use resources by providing them in activities and guiding children to use them.

7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.

⑩ Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).

⑪ Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Mother's Departure

A four-year-old boy is upset by his mother's departure. The expression on his face, his body posture, and withdrawal from activity indicate his feeling.

He wanders in the class and muffles his need to cry. The teaching assistant becomes aware of him and asks what is the matter. The boy looks at her with tears in his eyes. She asks him if he's upset because his mother's gone. E8 He nods his head. She tells him that his mother will be coming back later and asks if he would like to be held, or if he would like to look around the room to see if there might be puzzles, or toys, or other children that he would like to play with. E3 E7

He wants to look around the room. She takes him by the hand and leads him to different areas of the room, the child still tearful but more interested than before.

Later, the teacher asks the teaching assistant how things turned out with the boy. The TA describes what she did, and the two discuss how they might plan for him the next day.

-4 -3 -2 -1 0 1 2 3 4

The teaching assistant supports the child in expressing his need to cry by acknowledging that it is all right to be upset.

She assures the child that his mother will be back and offers several choices in order for him to learn to make the best of a situation he is unhappy with.

The teacher respects the teaching assistant's taking care of the boy and shares the responsibility in planning to make it easier for the boy the next day.

Note the enhancing criteria demonstrated:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	**Tolerable but Undesirable**	**Most Desirable**	**Unacceptable**
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	③ Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	⑦ Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	⑧ Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

Choices of Centers

The children are in the process of selecting which activity center to use that morning.

Six children want to use the audiovisual center. It accommodates only five.

One child says, "You know only five can be here!" And one says to another, "Donny, you were here yesterday so you can't choose this!" E5

The teacher comes over to assist in solving the problem if she is needed. Donny is again told by one in the group, "Go choose from something else!"

The teacher says to Donny, "There are three other centers still not filled that you can try: the reading, the art, and the math." He goes to each one of them to see the activities and chooses the reading center. E3 E9

-4 -3 -2 -1 0 1 2 3 4

The children use their own judgment in applying the rules themselves. They solve their own problem as it arises.

They arrange that the children direct themselves as much as they can.

The teacher is there as a resource and a guide for the children when they need direction.

Enhancing criteria demonstrated by this example are noted:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
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6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
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11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.

2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.

③ Make decisions by providing choices and guiding rather than by telling.

4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.

⑤ Solve problems by supporting and guiding their efforts rather than by telling.

6. Use resources by providing them in activities and guiding children to use them.

⑦ Work effectively within limits by making them clear and encouraging using the possibilities within them.

8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.

9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.

10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).

11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Flashcards

The teacher is showing flashcards to five children. They volunteer their guesses of what the word is on the flashcard.

Jimmy volunteers an incorrect answer to a card and Susan says: "No, that's not right, is it Mrs. Walters?" The teacher responds: "That's right, Susan; maybe Jimmy can get it next time." D9

The teacher continues showing flashcards. D8

-4 -3 -2 -1 0 1 2 3 4

Susan demeans Jimmy by upstaging him and rubbing it in by asking the teacher to confirm that she is right and he is wrong. By continuing on, the teacher denies the boy the chance to take credit for his guess.

The boy's feelings about his answer are ignored and an unfavorable comparison is made between the girl and himself.

Note the demeaning criteria that are circled:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
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3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
⑧ Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
⑨ Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

"Rosa's Turn"

A teaching assistant is helping a child at the table. A second child interrupts to ask about a project that she is working on. The T.A. turns to her and says: "Hello, Donna, what can I do for you?"

Donna shows her the project and the T.A. looks. She then says:

"My, that looks very interesting, but I'll be able to help you after I've helped Rosa and Maria. If you're not willing to wait until I'm through, then you might see if Mrs. Miller is free to help you. Or maybe you can try one of the other children who might know something about what you're doing. Which do you want to do?" E3 E8

And Donna says: "I'm gonna wait for you." E7

-4 -3 -2 -1 0 1 2 3 4

The teaching assistant gives the child credit for being willing to ask for help with her attention. She describes her situation clearly and points out other resources. She encourages the girl to make her own decision and the girl does. The girl learns to rely on her own ability to decide what she needs.

Note the enhancing criteria this demonstrates:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.

③ Make decisions by providing choices and guiding rather than by telling.

4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.

⑥ Use resources by providing them in activities and guiding children to use them.

⑦ Work effectively within limits by making them clear and encouraging using the possibilities within them.

8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

"Spitting"

One child spits on another child. The teacher walks up to them and asks them to come with her.

She says to Richard: "Tell me why you spit on Augie." E8
R: "'Cause he was calling me names."
T to Augie: "Now you tell me why you think Richard spit at you."
A: "He was mad, thats why, but I didn't do nothing to him."
T: "Did you call him names?"
A: "Naw, just what other boys call him, Richie-witchie, but he never does nothing to them."
T to R: "Would you say that that is calling him a name?
R: "Yeah, I guess so."
T: "What can you both do so that this doesn't happen again?"
R: "I won't call him Ritchie-witchie."
A: "Well, if you don't call me names, I won't spit on you either!"
T: "Do we have an understanding about this now?"
R and A: "Yeah."
T: Good, I'll talk with you tomorrow to find out if your agreement is working." (The boys return to the class.)

-4 -3 -2 -1 0 1 2 3 4

The child's anger is respected and supported. The teacher considers both of them responsible for what happened and does not moralize about spitting.

By explaining their reactions, they learn about themselves; and by coming up with another way of dealing with the situation again, they learn more ways to use their feelings more effectively.

Note the enhancing criteria:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher.......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher.......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.
3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.
6. Use resources by providing them in activities and guiding children to use them.
7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher.......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Artwork

Charles shows his drawing to the teacher. She looks at it and exclaims, "Oh, I like that."

T: "Do you want to know what I like?" E3 E9
C: "Yes."
T: "I like the brush marks in the sky and the feeling of movement I get when I look at the people you've drawn in those fields. Now tell me what you like about it."
C: "I don't know......I just like all of it." E10
T" "Would you like to show it for others to see?" E10
C: "Yeah."
T: "All right, then. You pick a place on that wall where you would like to put it and attach it with thumb tacks or tape. I'll help you if you need me."

-4 -3 -2 -1 0 1 2 3 4

The teacher in this example establishes that both she and the boy have a right to opinions. She doen not impose her judgment as an absolute and gives him choices of asking her specific opinion and taking credit himself by his own evaluation. Lastly, she offers him another way to take credit by showing his work and to use her as a resource for displaying his work.

Note the enhancing criteria:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

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The teacher......

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2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
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6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
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10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

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Teacher helps children learn to...

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5. Solve problems by supporting and guiding their efforts rather than by telling.
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11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
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5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Ten Minutes Late

The teacher is having a group time after lunch. Two boys come running into the class ten minutes late.

The teacher says to the boys: "You're late! Didn't you hear the bell ring?" D4

Boys: "No, we was playing."

Teacher: "I don't believe that, because all the other children heard it. I'll talk to the two of you later." D5

-4 -3 -2 -1 0 1 2 3 4

A reprimand in front of the class embarrasses children as well as leading them to believe that "The whole world knows" they're bad and deserve to be embarrassed.

The teacher prejudges why they are late. The boys can come to believe that their reasons don't matter.

Demeaning criteria are noted opposite:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.

④ Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.

⑤ Makes a degrading judgment about a child.

6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
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8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
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10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

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Teacher helps children learn to...

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4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
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11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
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8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

"You Can Do This"

Teacher to two children: "Johnny and Jane, I'm setting up this center in this part of the room and I'll need some signs. Are either of you interested in printing the signs for it? I'm sure you can do it."

-4 -3 -2 -1 0 1 2 3 4

The teacher gives the children credit for being able to print the signs. This can confirm their own beliefs about their ability.

She treats both equally, confident in their abilities.

Enhancing criteria are noted:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	**Tolerable but Undesirable**	**Most Desirable**	**Unacceptable**
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
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	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

The Picnic

The third-grade class is having a group meeting about the picnic they had planned for that day. It had rained lightly that morning.

The teacher announces to the class that the picnic is cancelled because of the rain. R5 She then directs the children to the activities she planned for that day. R3 They murmur among themselves and she responds: "Let's have it quiet in here while I tell you what we have planned for today."

-4 -3 -2 -1 0 1 2 3 4

This example shows the teacher's restricting reactions and directions in her decision to call off the picnic without involving the children.

The behavior does not demean the children but does deprive them of the chance to use their own judgment to understand the reasons why the picnic is cancelled. This is a typical example of restricitive teacher control.

Note the restricitive criteria that this illustrates:

▪ TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

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The teacher......

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8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.

2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.

③. Limits decision making by providing too few choices and telling rather than guiding children's learning.

4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.

⑤. Limits individual problem solving by telling answers or ways of reaching solutions.

6. Limits children's learning to use resources by providing too few or directing them to their use.

7. Does not provide for alternatives within limits by setting limits too narrowly.

8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."

9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.

10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.

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Most Desirable

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8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Counting in a Circle

The teacher in a classroom has children in a circle and has asked them to count in order to choose up sides for a dodge-ball game.

She points to the first child and says, "You're number one," and directs the others to call out their numbers in turn.

She says: "All those whose number is more than ten are on one team. All those whose number is less than ten are on the other."

The children figure out which team they're on and divide up. E5

-4 -3 -2 -1 0 1 2 3 4

The children's counting out their own number develops their knowledge of numbers and enables them to take a part in preparing for the game.

This is only slightly enhancing in that the children take part in solving the problem of dividing up the group into two teams.

Note the enhancing criteria following:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.
3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.

⑤ Solve problems by supporting and guiding their efforts rather than by telling.

6. Use resources by providing them in activities and guiding children to use them.
7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Boy and Girl Fighting

Two children in a second-grade class, a boy and a girl, are punching and pushing each other in a corner of the classroom. The teacher forcefully takes each one by the arm and says: "Stop this immediately!"

"Diane, you go get your math workbook and get yourself busy. And Robert, I want you to pick up the beads that were spilled and then to work by yourself for the next half hour." R3 R5 R8

-4 -3 -2 -1 0 1 2 3 4

The children's feelings are not supported nor are they asked the reasons for needing to express them.

A child learns about his feelings by expressing them and by understanding some of the reasons for them. Discussion of the fighting would have given them a chance to review their experience and to learn something about themselves.

Note the restricting criteria that this demonstrates:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.

③ Limits decision making by providing too few choices and telling rather than guiding children's learning.

4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.

⑤ Limits individual problem solving by telling answers or ways of reaching solutions.

6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.

⑧ Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."

9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.
3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.
6. Use resources by providing them in activities and guiding children to use them.
7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Two Boys Fighting

A white teacher is on the playground. Two seven-year-old boys are fighting, one is a black youth, the other is white.

The teacher takes both children by the arms and says: "Stop right now!"

"Now, I want to hear from each one of you how this started." Each boy blames the other for starting the fight. The teacher intervenes with,

"I'm not interested in placing blame. Think about how it started and what else you could have done to settle your argument." E5

-4 -3 -2 -1 0 1 2 3 4

Both boys are treated as equally responsible for the fight. They are not condemned for fighting but encouraged to figure out why.

The teacher helps them to use the situation as a problem to be solved rather than a good or bad thing.

The boys learn that they can use their feelings but in particular ways. They take credit for the way they each are by talking about what made them fight and they learn a new way of dealing with a future situation (they integrate) by planning what they would do next time.

Note the enhancing criteria this demonstrates:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed maverials, or by consistently imposing one way of learning.	② Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	⑤ Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	⑪ Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	

"Mark's Picture"

Mark walks up to the teacher to show her his drawing of his James Bond car in action.

Tchr: "Oh, that's really nice, Mark! Oh, just look at that." 08
Mark: "Yeah, I bet it's the best picture in the whole class."
Tchr: "Here, let me put it up near the door." 09

The boy looks around to see if others are watching.

-4 -3 -2 -1 0 1 2 3 4

The teacher overreacts. This may give the boy the idea that his painting is the best. This does not help him to learn to judge realistically what he does. He does not learn to find the specific things in his work that he thinks are good and those that are not so good.

The child needs to know both the positive and the negative aspects of what he does.

Read the overrating criteria noted:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
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7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.
3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.
6. Use resources by providing them in activities and guiding children to use them.
7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
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10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.

⑧ Gives feedback that is only positive or overly praising.

⑨ Supports a child in taking credit for more than he/she has earned.

10. Allows a child to integrate (believe) that he/she is the best or better than other children.

Mary Jane

In planning a walking trip, the teacher has a meeting with the children to discuss what rules they will need to take care of themselves in the course of the morning. E2

They discuss what is involved: crossing streets, grouping in pairs or large groups, how they will help each other remember the rules, and what consequences are reasonable for children not following the rules. E2 E3

During the trip, Mary Jane runs across the street without looking or stopping at one of the street corners. The teacher asks the group to continue as they were going and she waits for Mary Jane to return to talk to her individually. She asks her if she is aware of what she just did. E9 Mary Jane acknowledges that she is and the teacher discusses what could have happened if a car were coming at the same time she was crossing. This leads to discussing the purpose of the rules. Mary Jane recognizes the need for the rule and states what she plans to do for the rest of the trip in order to observe the rules. E5

-4 -3 -2 -1 0 1 2 3 4

The teacher involves the children in planning the trip and making the rules. They use their own ideas and make decisions while doing this.

When the incident happens, the teacher respects the group by talking only to Mary Jane.

She gives Mary Jane the chance to use what she knows about the rules and about what could happen. The girl finds her own solution.

The children can develop confidence in taking care of themselves by this process.

Note the enhancing criteria demonstrated by this example:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

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2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.
8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.
4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.
5. Limits individual problem solving by telling answers or ways of reaching solutions.
6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.
8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."
9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.
10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
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3. Make decisions by providing choices and guiding rather than by telling.
4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.
5. Solve problems by supporting and guiding their efforts rather than by telling.
6. Use resources by providing them in activities and guiding children to use them.
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8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

The Matching Game

Five pre-school children are in a small group with a teacher, Miss Henry. They are playing color lotto, a game which requires the child to cover with a matching square the color shown by the teacher.

Jamie is irritated because she has not been able to match the colors. She reaches over and pushes the pieces off her neighbor's lotto board, saying: "You got this one, this one, and this one....." The other child shouts: "Stop that!"

Miss Henry reaches over, takes the girl's hand, puts it on the table, and says: "Keep your hands to yourself, Jamie!" D7 R5 R8 R9 She goes on with the game.

-4 -3 -2 -1 0 1 2 3 4

This demonstrates some of the restricting and demeaning criteria. See those circled and noted in the example.

The teacher intrudes on the child's privacy by putting her hands on her without her permission. She implies by her action that there is right and wrong and does not try to understand the girl's reasons for what she did.

The child does not have a chance to learn that she can express her feelings in another way.

It's important for the teacher to back up the rules of the game but not to overlook the chance for children to learn something about themselves.

Note the demeaning and restricting criteria demonstrated by this example:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable

DEMEANING PRACTICES can cause a child to think poorly of himself/herself.

The teacher......

1. Belittles what a child values by saying or implying that it is undesirable.
2. Is critical of his/her or their ideas or ignores them in a group discussion.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.
5. Makes a degrading judgment about a child.
6. Implies or says that a characteristic is undesirable.

⑦ Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.

8. Treats a child's feelings as unimportant.
9. Makes unfavorable comparisons between children.

Tolerable but Undesirable

RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.

The teacher......

1. Ignores children's values by using materials and topics in activities that use values of only one culture.
2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.
3. Limits decision making by providing too few choices and telling rather than guiding children's learning.

④ Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.

⑤ Limits individual problem solving by telling answers or ways of reaching solutions.

6. Limits children's learning to use resources by providing too few or directing them to their use.
7. Does not provide for alternatives within limits by setting limits too narrowly.

⑧ Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."

⑨ Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.

10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.
11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.

Most Desirable

ENHANCING PRACTICES encourage healthy development and self-concepts.

Teacher helps children learn to...

1. Use their values by using material, topics, and activities that encourage expressing themselves.
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7. Work effectively within limits by making them clear and encouraging using the possibilities within them.
8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.
9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.
10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).
11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).

Unacceptable

OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).

The teacher......

1. Overpraises values of one group of people.
2. Responds as if a child's ideas are always good ones.
3. Always supports a child's decisions even when they are inappropriate.
4. Does not encourage a child to try problems which are more challenging.
5. Allows unlimited choice of resources: materials, adults, or activities.
6. Sets too few, if any, limits.
7. Allows use of feelings which disrupt or disturb others.
8. Gives feedback that is only positive or overly praising.
9. Supports a child in taking credit for more than he/she has earned.
10. Allows a child to integrate (believe) that he/she is the best or better than other children.

The Wood Gluing

Danny, a pre-school boy, has finished making a construction from pieces of wood and glue. The teacher comes to his table and says:

T: "May I look at your wood gluing?" E3
D: "Yeah."

The teacher looks from several angles, then asks: "May I tell you what I see?" E3
D: "No, 'cause I'm not finished yet!" E8
T: "Oh,.....all right. Thank you for letting me look at it."

She walks away.

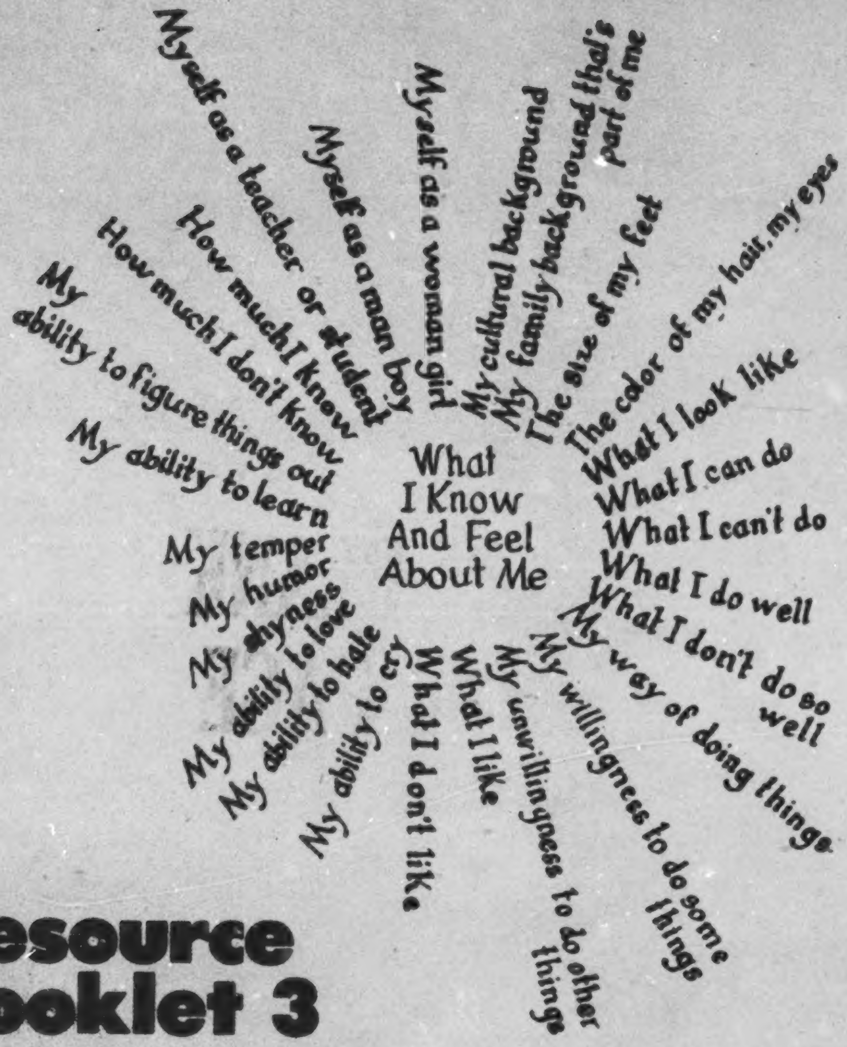
-4 -3 -2 -1 0 1 2 3 4

The child learns that his wishes will be respected and that he can decide things for himself. The teacher asks his permission to look, then offers some observations rather than commenting without his request. She respects his saying "No." This can help the child in saying "No" to others and to take care of himself.

Note the enhancing criteria demonstrated by this example:

TEACHER PRACTICES AND THEIR EFFECT ON CHILDREN'S SELF-CONCEPTS

Unacceptable	Tolerable but Undesirable	Most Desirable	Unacceptable
DEMEANING PRACTICES can cause a child to think poorly of himself/herself.	RESTRICTING PRACTICES discourage children's potential growth and cause limited self-concept development.	ENHANCING PRACTICES encourage healthy development and self-concepts.	OVERRATING PRACTICES can cause unrealistically positive self-concept (omnipotence).
The teacher......	The teacher......	Teacher helps children learn to...	The teacher......
1. Belittles what a child values by saying or implying that it is undesirable.	1. Ignores children's values by using materials and topics in activities that use values of only one culture.	1. Use their values by using material, topics, and activities that encourage expressing themselves.	1. Overpraises values of one group of people.
2. Is critical of his/her or their ideas or ignores them in a group discussion.	2. Limits use of their ideas by using only programmed materials, or by consistently imposing one way of learning.	2. Use their ideas by providing a clear focus and limits for activities and support for individual expression and work.	2. Responds as if a child's ideas are always good ones.
3. Criticizes a child's decisions, or imposes his/her own after he/she has made one.	3. Limits decision making by providing too few choices and telling rather than guiding children's learning.	3. Make decisions by providing choices and guiding rather than by telling.	3. Always supports a child's decisions even when they are inappropriate.
4. Makes a public issue of something that should be private; e.g., public reprimand or revealing personal information.	4. Does not provide for different learning styles by using too small a variety of materials and activities, by assigning groups or teaching mainly in large groups.	4. Use their own learning styles by providing choices of activities, persons, and materials of different levels and sense modes.	4. Does not encourage a child to try problems which are more challenging.
5. Makes a degrading judgment about a child.	5. Limits individual problem solving by telling answers or ways of reaching solutions.	5. Solve problems by supporting and guiding their efforts rather than by telling.	5. Allows unlimited choice of resources: materials, adults, or activities.
6. Implies or says that a characteristic is undesirable.	6. Limits children's learning to use resources by providing too few or directing them to their use.	6. Use resources by providing them in activities and guiding children to use them.	6. Sets too few, if any, limits.
7. Intrudes on a child's privacy; e.g., grabs or searches him/her, or asks personal questions.	7. Does not provide for alternatives within limits by setting limits too narrowly.	7. Work effectively within limits by making them clear and encouraging using the possibilities within them.	7. Allows use of feelings which disrupt or disturb others.
8. Treats a child's feelings as unimportant.	8. Discourages use of feelings by prohibiting expression, e.g., "Sit still; that's not a laughing matter; don't feel that way."	8. Use spontaneous feeling by encouraging expression through talk, movement, art, or even shouting as long as others are not disturbed.	8. Gives feedback that is only positive or overly praising.
9. Makes unfavorable comparisons between children.	9. Limits children's learning about themselves by giving feedback only from adult's point of view and not providing for self-evaluation about many aspects of themselves.	9. Use feedback effectively by providing time for them to evaluate their work, behavior, and support to learn positive and negative information about themselves.	9. Supports a child in taking credit for more than he/she has earned.
	10. Inhibits the ability to take credit by emphasizing only what needs to be improved and interfering with self-reward by using stars, smiling faces, etc.	10. Take credit by providing time for them to evaluate themselves, to celebrate what they like (smiling, bragging, or showing their work) or resent what they don't like (frowning, complaining, or getting angry).	10. Allows a child to integrate (believe) that he/she is the best or better than other children.
	11. Does not provide integration as part of the teaching plan. Classwork is hurried along in workbooks with no time to review or to use what was learned in other ways.	11. Integrate what they experience by providing the time and directions for them to express it in another way (talking, drawing, or writing about a trip); or using what was learned in one situation in another (e.g., using addition to keep score).	


What I Know And Feel About Me
Myself as a teacher or student
Myself as a man boy
Myself as a woman girl
My cultural background
My family background that's part of me
The size of my feet
The color of my hair, my eyes
What I look like
What I can do
What I can't do
What I do well
What I don't do so well
My way of doing things
My willingness to do some things
My unwillingness to do other things
What I like
What I don't like
My ability to cry
My ability to hate
My ability to love
My shyness
My humor
My temper
My ability to learn
My ability to figure things out
How much I don't know
How much I know

Resource Booklet 3

book of readings about self-concept

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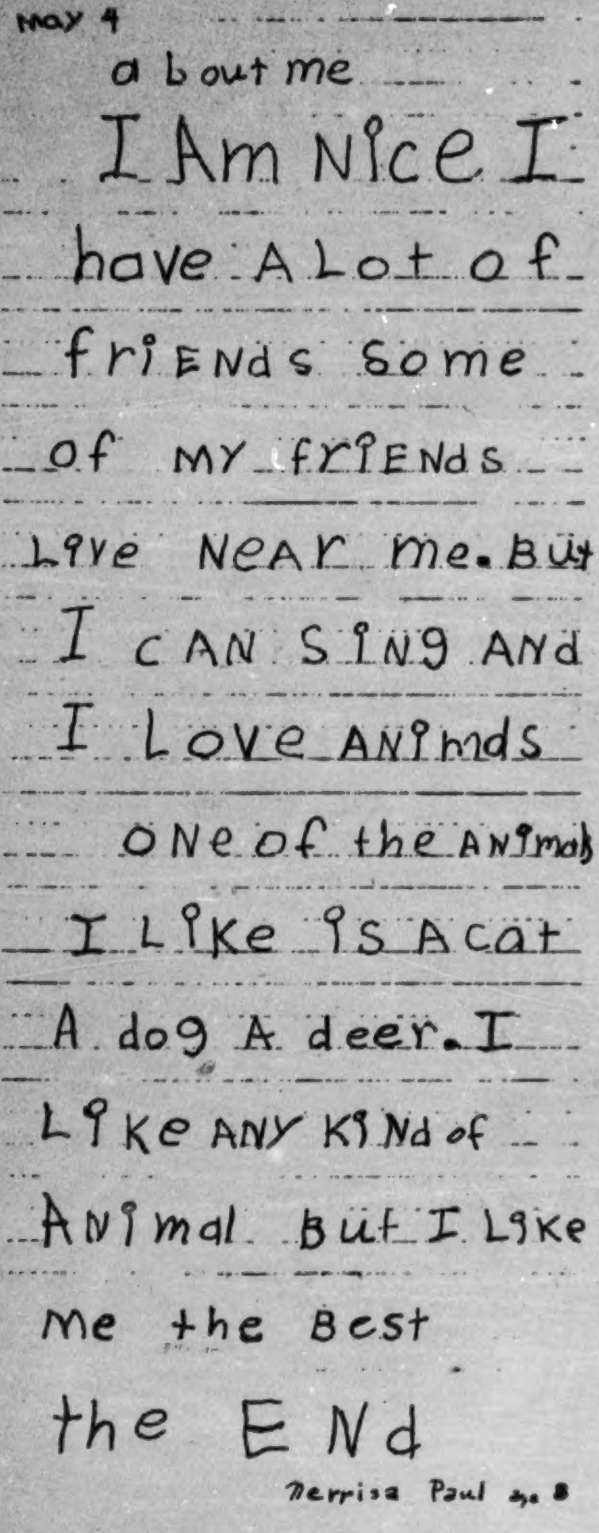

May 4

a bout me

I Am Nice I
have A Lot of
friENds Some
of MY fRiENds
Live NeAr me. But
I CAN SiNg AND
I Love ANimds
ONe of the ANimals
I Like is A cat
A dog A deer. I
Like ANY KiNd of
ANimal But I Like
me the Best

the ENd

Nerrisa Paul age 8

AN OVERVIEW

What Is Healthy Self-Concept?

The first reading, "What Is Healthy Self-Concept," explains the ideas and concepts which are important for understanding what self-concept is. You are given an opportunity to give your own definition and to read what other teachers had to say when asked their definition of self-concept. A list of characteristics demonstrated by children who are healthy is given, together with a list of what you would see them doing in the classroom.

Demeaning Behavior and Self-Concept

The second reading introduces and explains demeaning behavior. Various questions that people usually ask about this behavior are answered. The effect of demeaning behavior on a person's self-concept is also explained.

Credit-Taking and Integrating: Building Blocks of Self-Concept

The third reading introduces two of the processes which are most important for children to have in order to maintain healthy self-concepts. The process of taking credit and integrating what we experience are those two processes which are called building blocks of self-concept.

On Reasons and Reasoning with Disruptive Children

The fourth reading offers suggestions regarding when to reason with a disruptive child and when to help him or her to express feelings. A child needs to develop both the ability to reason and the ability to use feelings appropriately. This article was written by Margot Biestman, with an introduction by the author.

Why Healthy Self-Concept Should Be a Goal of Education

The final reading states why it is important for educators to make development of healthy self-concepts an objective for every classroom.

Nerris A
January 21 1974

Boy was I mad!

One day I was so mad I
could break one hundred chairs.
So I went to my room and
slamed the door and jumped on
my bed then got up again got
a book and read for an hour
then went to get my jacks
and played for one second
until I got out and through
the jacks and went outside

the END

WHAT IS HEALTHY SELF-CONCEPT AND HOW DOES IT DEVELOP?

Who Are You? What Do You Believe About Yourself?

What would you say if someone were to ask you those questions?

Would you give your name? Would you describe your looks, or tell about your occupation, or about what you believe, or about what you do well or not well?

By answering those two questions, you would be trying to give another person an idea of the person you believe you are. You would be trying to let another person know the concept you have of yourself.

Every bit of information that you believe is true about you is part of your self-concept!

Your self-concept is made up of thousands of bits of information. Some are about how you look, some are about what you can do, and some are about ways of behaving that are typical of you. Some are more important to you than others and some you may not know yet.

What you know and believe about yourself is your self-concept. If what you know about yourself is accurate, we would say that you have a realistic self-concept. That means that you are seeing yourself the way you really are, not as you would like to be or as the half person you would see if you were blind to parts of yourself.

The More You Know About Yourself, The More Complete Is Your Self-Concept

We begin as children, not knowing very much about ourselves. We become more and more aware of our uniqueness as we mature and experience new ideas and feelings about ourselves. We learn about our strengths and weaknesses and about what we like and dislike. Children learn by constantly getting into things, trying new experiences, satisfying their curiosity and learning about themselves as they do so. Their self-concepts are forming from the information that they get by themselves and from the information that they get from their parents, other children, and adults. When parents show their children approval, then the children approve of themselves; when parents criticize their children, then the children learn that there are parts of themselves that are not acceptable to others.

A Complete and Realistic Self-Concept Is Necessary to Form a Healthy Self-Concept

The more you know about yourself, the better you will be able to take care of yourself and to make decisions that will help you get more out of life. If you know that you work better at a slower pace than other people, then you can avoid fast-paced groups and choose others that suit you better.

The more incomplete your self-concept is (the more blind spots you have about your good or bad points, or the more you lie to yourself), the less you will be able to give yourself what you need or to avoid situations that are not good for you. Children who think they can work the most difficult puzzles, but really can't, suffer repeated failure. If they knew their true ability, they could choose to work easier ones.

The more you know about yourself and the more accurate your information is, the better your chance of forming a healthy self-concept, simply because you will be able to take care of yourself better.

Self-esteem;[1]* the other necessary part of a healthy self-concept

Another part of your self-picture is how you feel about yourself.

You have feelings of pride or shyness or dislike or matter-of-factness about each bit of information about yourself. The feelings you have about each of these parts add up to a general feeling about yourself. You may feel worthwhile or average or worthless. For example, you may know that you're ten pounds overweight, that you're intelligent, and that you have a good sense of humor. You may feel bad about being overweight, good about being intelligent, and matter-of-fact about having a good sense of humor. If you're a person who puts more importance on being intelligent and having a good sense of humor, the fact that you're overweight will not cause you to feel bad about yourself. The total comes out positive rather than negative. You would be said to have high self-esteem.

It is your high self-esteem (good feeling about yourself) that gives you confidence and feelings of satisfaction with yourself. Children with low self-esteem tend to be timid, afraid of groups, afraid to try new things; they need to be directed more than others. Some children with low self-esteem try to cover it up by pretending that they don't care or that they're better than they really are.

Parents of children with high self-esteems tend to be persons who take an interest in their children's activities; they listen to their children, accept them the way they are, and don't try to make them into someone else. They are very clear about the limits they set in their homes, but allow enough freedom for the children to explore and to experiment. 2*

Healthy self-esteem is made up of feelings that fit the facts. If you feel like superman or superwoman, there's something wrong. Your feeling does not fit the facts. If you feel that you're a nobody, there's something wrong, too. If you have just failed at something that is important to you and you feel good about it, something is

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*1.*Stanley Coopersmith defines self-esteem as the expression of a person's "evaluation of the self he has constructed."* *The Antecedents of Self-Esteem. San Francisco: W. H. Freeman and Co., 1967.*

*2.*Baumrind, 1967, as cited by Coopersmith, S., in a not-yet-published research article; "A Program to Develop Self-Esteem in the Classroom Through a Balanced Program of Cognitive and Affective Practices and Materials."*

wrong. If you have just succeeded in getting something you have always wanted and feel bad or feel that you don't deserve it, something is wrong, too. Some people would even say that you're crazy.

If you can celebrate when you succeed at something, and if you dislike and resent failure but accept it, then you are using your feelings in a way that makes sense according to the facts.

You have healthy self-esteem if you believe and feel that you are a worthwhile person. It means that you value who you are, but that you don't go overboard by overly praising yourself.

This doesn't mean that you never feel "down" some of the time or "super" some of the time; it is normal to have ups and downs. What it means is that most of the time you accept yourself as you are and like yourself more than you dislike yourself.

A high self-esteem is the other half of the two parts of a healthy self-concept. The first part is a realistic self-concept which is made up of what you truly know about yourself.

healthy self-concept

You have a healthy self-concept when you know yourself well (that means that you know a lot about yourself and that you have the facts straight) and when you feel good and value who you are. Having a healthy self-concept is having a realistic self-concept and high self-esteem. It is a combination of the two. Having an unhealthy self-concept does not mean that you have a sick self-concept; it means that you have an inaccurate self-concept and that you won't be able to take care of yourself as well because you don't know yourself or because your self-esteem is unreal.

The drawing on the next page might help to explain this idea. You might think of how you feel when you look in the mirror in the morning and how you react to what you see.

"Healthy" means seeing yourself as you are and accepting yourself with a smile most of the time, as the girl in the middle is doing. "Unhealthy" means not seeing the facts and sticking your tongue out at yourself, thinking you're no good, as the girl on the left is doing. "Unhealthy" is also not seeing the facts as they are but exaggerating them so as to cause yourself to believe that you're a queen or king, as the girl on the right is doing.

In order to have a healthy self-concept you must be able to see the facts as they are, to judge them realistically, to feel good about your good points, to resent but accept your bad points, and to come up with a total feeling of being worthwhile. You can develop an unrealistic self-concept by not seeing the facts, by having faulty judgment about them, or by refusing to accept them for what they are. This attitude can affect your health, your well-being, because you will be making decisions on half-information and having feelings about yourself that don't fit the facts.

who is our mirror?

The idea of the mirror is important to help us understand where we get our impressions and opinions about ourselves.

The most important mirror is the mirror of our minds. It's the judge that sits in our heads and watches what we do, forms opinions about our abilities, our looks, and our behavior. We are our own judge and our own mirror. We judge our actions and the effect we have on others; we form opinions about ourselves, our self-concepts.

Other mirrors are found in the reactions of other people to us and to what we do. If you tell a joke and your friend laughs, the response of your friend tells you that you told a joke well. If your friend has confidence that you can do a certain thing, you will gain some confidence in the belief that you can do it, too. Children are especially affected by the reactions of others who are important to them: their parents, brothers and sisters, teachers, and friends.

How Do We Know the Mirrors Aren't Lying?

In order to develop a healthy self-concept, we need to see the facts accurately. We need to check the mirrors to make sure that they are reflecting events as they really are.

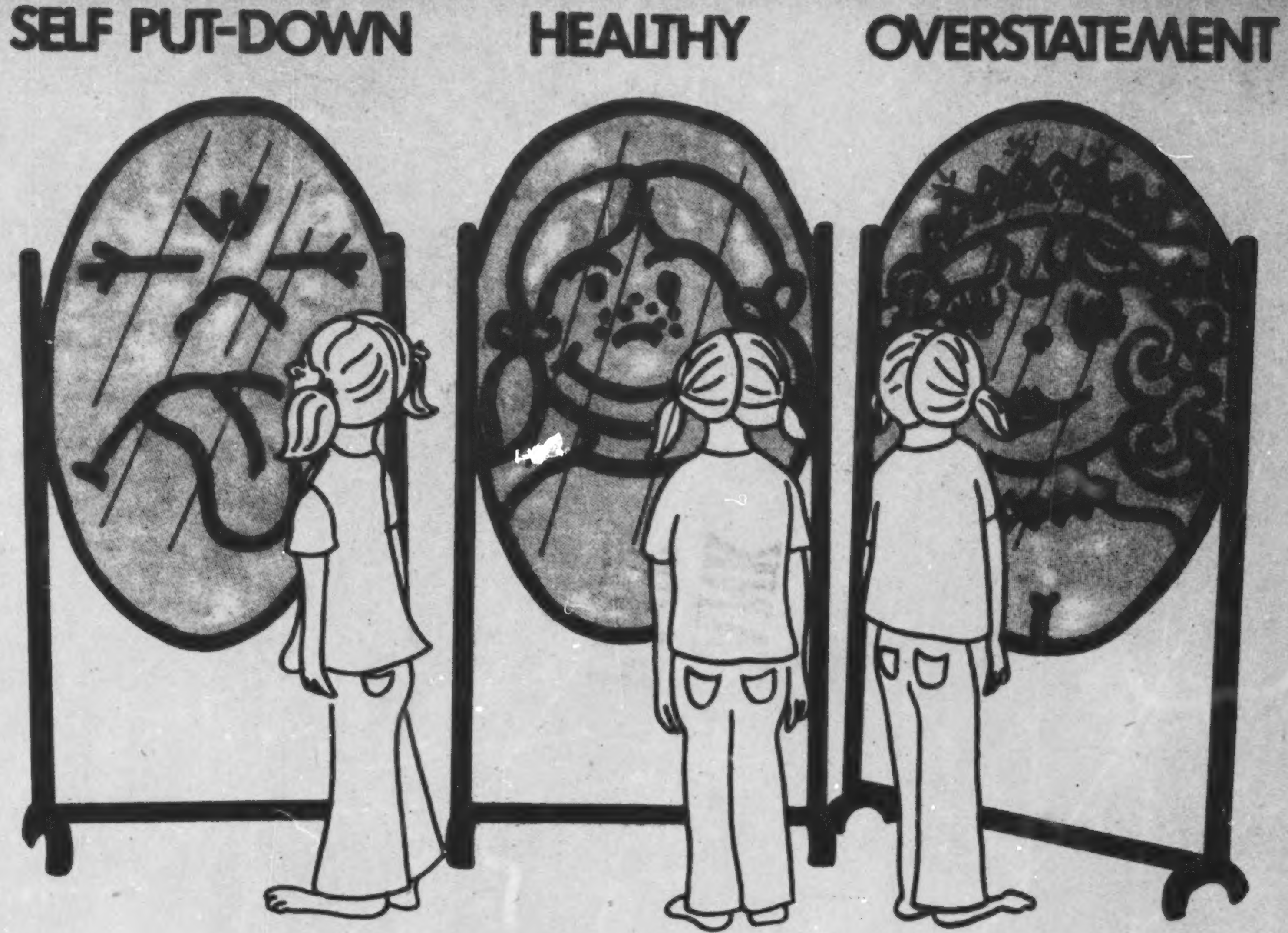
The way we know the mirrors aren't lying is to check them against each other. For example, if you think that you are "dumb" in math, your mirror is saying that you don't know math and you need to be educated; you would check yourself by finding out how much you do know and getting another opinion. If you think you are a talented singer, record youself; then listen and also get the opinion of a person who knows singing as a professions. If children are saying that they can't learn, ask them to show you the evidence so that you can help them look at the facts again.

It isn't easy to be realistic with ourselves. Seeing ouselves as we really are can be an experience of feeling proud, shy, embarrased, resentful, or angry. In may cases, it can be unpleasant and often unbearable. For these reasons, we do not make it a habit to look at ourselves as we are or to check what others think of us. We prefer to keep our self-concept to ourselves and to let it show only in ways that we are unaware of, such as smiling when someone compliments us or feeling quiet resentment when someone criticizes us.

Nevertheless, if we're going to see the facts as they are, we must learn to look at ourselves and to check the facts with others who might see them more clearly than we can ourselves.

A Positive Self-Concept Is Not Necessarily a Healthy One

You can think that you're superman and have a positive self-concept but not a healthy one. Persons with healthy self-concepts like and dislike themselves. They like some parts and dislike others, but don't reject themselves more than they dislike themselves. For example, you may not like the texture of your hair but you don't hate yourself for that. You consider other characteristics and then balance out the pluses and the minuses.



"MIRROR MIRROR ON THE WALL..."

What you think of yourself as a whole person depends on what you think is important and how you rate yourself on those important characteristics. For example, if you value intelligence, slimness, and friendliness, and you rate yourself well on those, then you will think well of yourself. If you don't rate yourself well on those qualities, then you will probably think poorly of yourself.

Each of us differs on what is considered important. Some differences are learned from our cultures, others are learned from our families and friends, and still others are due to our personal make-up. Being a successful athlete is important to some groups of people and not to others. A person who is a good athlete and lives in a group that values athletic ability will beed good about himself or herself. Each of our self-concepts will differ from other people's self-concepts because we have different values. However, some characteristics are valued by most of us, regardless of the groups we represent.

Children's self-concepts

Children's self-concepts are much the same as ours; what they know and feel about themselves make up their self-concepts. An important difference is that children are not so sure of what they believe about themselves. They depend much more on the opinion of others, especially their parents and teachers.

Though children do judge themselves as "good" or "bad" their judgment can be more easily influenced than ours. They have not learned the methods of defending themselves from criticism as we have, and they believe more strongly that the authorities (adults) know more than they do about themselves.

They are very vulnerable to suggestion. Children who are treated as if they are special come to believe that they are special; children who are treated as if they can't learn come to believe that they can't and soon become poor learners. 3*

The part of children's self-concepts that is most influenced in schools is the part that says: "I can learn; I can learn some things; there are some things that are hard to learn." Children who believe that they can learn have the confidence to try and, in fact, do learn more effectively than children who doubt their ability to learn.

Because children are still learning about what they can do and can't do, they need a great variety of experiences in order to find out where they stand.

They learn about themselves as they climb on boxes, play with water, paint, talk to each other, ask questions, work puzzles, or fight over toys. They learn as they try new experiences. They haven't had the chance to find out all the things they are able to do. They learn as they try and

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*3.*Rosenthal, R., and Jacobson, L. Pygmalion in the Classroom: Teacher Expectation and Pupils' Intellectual Development. New York: Holt, Rinehart & Winston, Inc., 1968.*

as they see results; they also get comments and feedback from others.

Children's Self-Concepts Show In Their Actions

Children aren't able to talk about themselves as adults are. Their self-concepts show in their actions. For example, there was a short four-and-a-half year old boy who would look for the highest places he could find to jump from. His twin brother liked to jump, too, but seemed to know better than to jump from dangerous places. He jumped from places no higher than his waistline. The first brother seemed to need to prove that he was bigger than he really was, but the second accepted himself and knew his limitations.

Another boy in the same preschool could say to adults, "Don't tease me!" or "I don't like that!" He could talk to adults as an equal and could ask for respect. 4*

To tell what kind of self-concept children have, you look for the signs in their actions. Here are some of the actions you could expect of children with healthy self-concepts:

They Expect to Be Accepted

They walk up to other children to ask if they can play or to invite them to play their game.

They Make Choices and Can Concentrate

They are usually active and don't have difficulty choosing what they want to do. Once they have chosen an activity, they can concentrate and become very involved, talking to themselves, laughing out loud, or thinking quietly.

They Use Their Own Ideas

They will sometimes change the rules of games or will find unusual ways to do a math problem or to figure out a problem of another kind. They look for variety in ways of behaving because they don't limit themselves to just what you tell them. They use their own ideas.

They Use Resources

They usually know what is going on in the room and can find materials they need. They are resourceful and are not timid about asking you for something or getting it themselves.

They Are Curious and Will Try New Experiences

If there are choices of materials (puzzles, games, books) or activities (water play, reading, doing a science experiment), they tend to choose those that are new to them. They are curious and are not afraid to risk trying something new, but they also know what they like and keep coming back to some things often.

They Defend Themselves and Accept Responsibility

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*4.*Donna Lawson, Program Developer for Head Start Responsive Model, Far West Laboratory for Educational Research and Development, provided these examples during a discussion in June, 1972.*

In an argument, they stand up for themselves and usually don't blame others when they are at fault. They can say: "I took the drum because I wanted it!" They are more willing to settle arguments without carrying a grudge.

They Respect Limits

They accept limits although they may also cause you problems because they test you to make sure that you mean what you say.

They Can Celebrate Their Successes and Resent Their Failures

They are proud of what they do well, but also express disappointment or resentment when things that are reasonable to expect don't turn out well and show feelings of disappointment or resentment without throwing tantrums, pouting, or feeling depressed.

They Know Their Strengths and Weaknesses

They are children who seem to know what they can do and don't try to tackle challenges that are impossible or are too easy for them. What they expect of themselves is realistic. They pick puzzles they can do with some effort, rather than impossible ones.

They Get Along with Other Children

They get along with other children well because they are willing to follow, as well as to lead.

They Are Not Afraid to Approach Adults

They don't hesitate to walk up to you and ask you to read to them or show you something they have done or ask you for help. They respect adults and expect adults to respect them. They are not afraid of adults as timid children are.

They Are Usually Unconcerned About Cultural Differences

They don't think in terms of black, brown, or white. They choose to play with other children because of what they can enjoy together. They are matter-of-fact or proud of what their families enjoy in the form of food, music, beliefs, ways of living, or language. However, they are aware of their unique ethnic differences and will fight if they sense dissaproval or demeaning of that part of themselves.

You will find that you probably like these children more than others because they seem to be self-reliant, curious, and interested in a variety of experiences. You will also find that these children will question limits that do not seem sensible, such as sitting with hands folded and looking straight forward, or doing boring assignments, or sitting in the corner as punishment.

They have minds of their own and are used to doing things that make sense. They will challenge as well as gratify you in your work as a teacher.

These characteristics are developed — not inherited

Each of us is born with different strengths and degrees of capability but these are small compared to the differences caused by what we learn after we are born. All children are born with equal potential for healthy self-concepts. They become curious, like to explore, and don't think that they are super-babies or nobodies. The differences among children we see in the classroom are caused by many conditions that benefit them or hurt them after their births.

It has been found that there are three main conditions that children need to have in their homes or classrooms in order to develop self-concept strengths. They need to feel accepted by the persons who are most important to them; to have choices and freedom within limits to experiment; and to have clear standards to judge what they do. 5*

Children need to know that they are liked as individuals although their behavior is not always approved of; they need to make their own decisions, within limits, in order to try their own ideas and to discover the results; they need to have guidelines to judge their actions in order to realize their own success and to learn from their mistakes.

If the children in your home or classroom know that you love them, then they have the confidence to try and to listen to what you have to say. If you provide them with choices of materials and activities that will help them learn, then they can begin to make decisions and to learn from the results of those decisions. This helps them to become responsible for their own learning and gives them confidence to think for themselves. If you give them the standards to judge what they do, then they can be their own judges. They become able to reward themselves when they are successful, and to recognize their mistakes when they are not successful. All this helps them to rely more on themselves as they learn.

These three conditions are extended into the eleven teaching practices that are offered you in Session 5 of the Guidebook. We will not discuss them further here because those actual practices are what the unit is intended to help you to learn.

These conditions were not just dreamed up, but observed. Parents of children who showed self-concept strengths tended to treat their children similarly. They were accepting of their children as they were; showed interest in their concerns; encouraged exploring and experimenting; guided learning rather than telling children what to learn; maintained clear limits that had choices within them; rewarded children for what they did well rather than punishing them for not doing well; made very clear what their standards for performance were and expected their children to be reasonably responsible. (See footnote 2*.)

The school can be planned to provide the same kind of conditions in which children can learn and develop themselves. The following pages cover some of the important conditions.

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*5.*Coopersmith, Stanley. The Antecedents of Self-Esteem. San Francisco: W. H. Freeman and Co., 1967.*

What can adults do in the classroom?

The best picture you can form of the roles of the adult and the child is that of an infant learning to walk. The adult stands in the background ready to catch and to guide the child if he needs it. The child strains to raise himself to his feet, grasping the furniture nearby. As he takes his wobbly first step, eyes wide and hands open, he falls. The adult starts to catch, but waits instead, knowing that the child will try again in his own way, in his own time, and with the support of those objects around him.

The child in the classroom is in the same situation. He is learning other skills, trying experiences he has not tried before, yet having to stay within certain limits.

The adult in the classroom is also in somewhat the same situation as the parent with the child, there to set up the room, plan the activities, create some of the choices, and be a guide as children try their abilities and curiosities.

It is not so vague as it seems. The trick is to keep in mind that the child learns from his own actions and from the results that he understands.

The teacher's job is to create the situations with materials, people, and choices of activities.

Choices...So Much Is Accomplished by Allowing Choices

By providing choices of activities, materials, and other children to work with, the teacher is helping the child to learn to make decisions. By choosing to look at books instead of playing with clay, the child makes a decision that he/she thinks will be enjoyable. The child also learns that other children have likes and dislikes, that each child is an individual.

Children use their own ideas if they are not forced to do things as the teacher says. They experiment and learn from trying out things all the time.

By making choices, children learn to rely on their own judgment instead of on the teacher who tells them what they should do.

Guiding Instead of Telling....

The adult's job is to stand back after setting up the situation or helping the child to set up the situation. Let the child find resources inside himself or in others around him. It is difficult to keep quiet when a child is trying to force a puzzle piece upside down just as it is difficult to keep from helping the infant to take that first step.

Children need to figure out most things themselves. You can give them encouragement by giving hints or asking questions that help them to find the answers. To a child putting a puzzle piece in upside down you can say, "Have you tried another way?" rather than saying, "Turn it around that way." The child then can decide what might happen if he/she did try it another way.

Children are responsible for their own actions and can take credit with a "HEY, WE GOT IT!" when they finally do get it.

Getting And Giving Feedback

Learning happens only if a child gets feedback about what he does. He will not learn to talk unless he can hear himself. It's as simple as that. Your job is to set up situations so that, by his own efforts, the child gets feedback about what he does.

Instead of telling a child what you think about something, try to get the reaction to come from him. Instead of saying, "Oh, what a nice picture!", ask "What do you like about it?"

One of the most important tools for learning accurate statements about yourself is to use feedback, to hear what others have to say. Then your opinion of yourself is put to the test when you check with someone else. Children can begin learning this skill in pre-school. This will help the children to begin to value information others have about them rather than to fear it.

Most of us are afraid to hear what others think of us or of what we do. This hesitation comes from not having learned to use feedback from others. Instead, we form our own thoughts about ourselves and keep them where they are safe from people's opinions.

Children can learn from mistakes as well as from success if they are not afraid to find out how they made the mistakes. This confidence is learned by practicing how to use feedback.

Taking and giving credit

A healthy self-concept is not possible without taking credit. Children take credit when they smile after climbing a stack of boxes. Their smile says: "WE DID IT!"

By taking credit, the child is saying, "I can do this" or "I am this way." When a child gives credit to another child by saying, "I wish I had done it that way," he is saying what he thinks of the other child's work. A child who has a strong self-concept is able to give credit. A child with a weak self-concept feels that if another child is better, then that means he is no good.

You give children credit when you allow them to put their work on the wall, tell you what they like about what they did, when they help someone else, or when they admit what they did that they did not like. Credit goes both ways; you enjoy it when it's good and resent it furiously when it's bad.

Rewards from the child

Have you ever played checkers or chess and had someone looking over your shoulder and telling you how to play your game? How did you feel? You probably told him to keep his ideas to himself.

You get pleasure from playing your game your own way and with your own skills. When you win, the good feeling is the reward.

Children can learn to perform for you like trained puppies if pleasing you is the reward. You are not helping that child have confidence in himself. You're helping him to play the game of "do it for somebody else."

The reward needs to be in the activity itself, like playing kickball, or in the results, as in figuring out a puzzle. By having choices, the child can choose those activities that he likes, that reward him.

You can develop the child's reliance on his own reward by holding back on saying "That's good" or "Why did you do that?" Instead, help the child to make his own judgment and then join him if you agree.

Helping children "integrate" what they do into their self-concept

In pre-school, children integrate what they can do by repeating it or by showing someone else. By repeatedly tying their shoes, they come to believe that they can do it.

Older children have more ways to form what they believe about themselves. They can talk about what they can do; they can write, draw, teach someone else, or do something that is very much like what another person did. A girl integrates that she knows something about growing a plant by showing it and explaining how she did it. She forms the belief that growing plants is something she can do.

Integration takes place when we relive something, or see it from a different point of view. You can integrate what it means to be a husband or wife when one of you goes on a trip for a while. You get to experience being married, although by yourself. It's a new viewpoint that makes you think in a new way.

Conclusion

In closing, we will repeat how you can help children.

You can help children to know and to feel that they are capable learners by encouraging them to figure out problems on their own, to look for the resources they can find to help themselves, to feel good about succeeding at reasonable challenges, learning from mistakes without feeling that they are "dumb" and realizing that they have both strengths and weaknesses just like everybody else.

By doing this, you help children to master the ways of learning many subjects. You are helping them develop skills to learn. By learning these processes, children develop confidence in their ability to learn as they find that they can use them in more and more situations. Their self-concepts as learners become stronger as they succeed more and more. They come to expect themselves to succeed by trying. If you succeed in doing this for children, you will have given them a gift of confidence and self-respect. No one could ask for more.

DEMEANING BEHAVIOR AND SELF-CONCEPT

Introduction

Self-Concept is "what a person feels and thinks about herself or himself." The way other people treat a person has an important effect on what a person thinks of himself. It is important to understand what effect demeaning behavior has on a person's self-concept because the effect can be damaging. This is especially important with very young children because they are least able to defend themselves when others, children or adults, demean them.

The "I'm bad" or "I'm dumb" are examples of the effect of demeaning behavior on a person's self-concept. This paper is an introduction to what demeaning behavior is, how we engage in it, and what effect it has on persons who are demeaned.

What Is Demeaning?

The following are words that mean the same thing as demeaning behavior: to put down, to belittle, to run down, to downgrade, to down-rate, to depreciate, to slander, or to devalue.

All of these words amount to one thing, devaluation of something. You devalue your friend's new dress when you tell her it makes her look fat. If your friend liked that dress, chances are she won't like it after that comment. Especially if she does not want to look fat.

Examples

There are many ways in which we demean each other. We will list only a few of these.

"Well, you're on time today!" This is using sarcasm to say someone is usually late and being late makes him a lesser person.

The teacher says, "Charles is the best artist in this class; look at his work today." She is saying that the art work of the other children is not good, and implies that Charles is a better person. The teacher is also communicating that she is the best judge of what is good art and that the judgment of other children can't be as good as hers.

A husband is telling about the baseball game to two of the other family members; the wife interrupts the conversation to ask the son if he mailed the letter on the way home from school as she asked him to. She is putting down the husband's conversation as not being as important as her own.

The children's spelling, reading, or math test scores are posted in a place where all the children can see them. The teacher is indicating that the math scores are an absolute measure of accomplishment. It says to the child whose score is not high that he is less able than the other person. This is using a narrow measure of accomplishment and the teacher is devaluing what the child has learned that does not show in the score.

A boy is talking to another child during large-group time when the teacher is at the chalkboard. Teacher says, "Richard, you're the one who needs to listen to this!" She is telling him not only that he is a problem, but that he is slower than the rest.

The teacher is waiting to dismiss the class for recess. Children are sitting at the table with their hands folded. One boy turns around to say something to his friend in back of him. The teacher says, "It seems that we are not all ready to leave. I can see one person who does not have his hands folded!"

The teacher is making a public sacrifice of this one child by calling negative attention to him. She is demeaning all children by requiring them to behave like robots, i.e., folding their hands and looking straight ahead in order to be free to go to recess. She is using the method of singling out one of them, implying that that child is lesser for not following rules.

We can demean others by our tone of voice, by what we say with our words, by what we do in action, by claiming high or low status, and by the way that we treat others in public.

No Intention Is No Excuse

"But I didn't mean to put you down!"

We have often heard the comment made, "I didn't intend that to be a putdown."

This does not make the behavior any less demeaning. What determines whether or not the behavior is demeaning is how the person on the receiving end interprets and feels it. Intention can vary from playful intent to outright hostility and personal attack.

How serious the demeaning behavior is depends on how important the subject is to the person. It may be more demeaning to a person to be told that he is not very intelligent than to be told that he is getting fat because that person puts more importance on being intelligent than on being thin.

Most demeaning acts are committed without conscious intent. Most prejudiced people are not aware that they demean the subjects of their prejudice. Much of the demeaning that can go on in the classroom is not intended to be damaging. This does not make it any less demeaning.

If a person becomes aware when he demeans, he is then able to control himself if he wants to.

Damage to self-concept

Is demeaning someone really damaging?

It is damaging if the person accepts the mistreatment as all right.

The result is that the person begins to believe that he is lesser than someone else, not as capable, not as attractive, not as bright, etc. Many studies have been made of this; we'll mention only three:

> One study showed that if the teacher believes that the children are intelligent, then she will treat them that way and the children will actually improve in their performance in the classroom. This was done by giving a new teacher the wrong I.Q. scores for the children. These were intentionally mixed. The bright students were assigned low scores and the medium or low I.Q. students were given high scores. The teacher did not know this. At the end of six months, the "bright students" were doing worse than the "not so bright students."
>
> A second study involved a violin student who was the first violinist in the school symphony orchestra. The orchestra leader was instructed to be overly critical of the first violinist and to begin to praise the third violinist. At the end of only two months, the two had changed places in their performance of the music. The first violinist was doing poorly and was considering leaving the orchestra and the third violinist's playing was much improved.
>
> A third study was one shown on television a few years ago. This involved a planned day in which all brown-eyed and brown-haired students would be considered the favored ones and that all the blond and blue-eyed children would be considered unfavored in the classroom. During the experiment, the dark-haired students were supported in their demeaning the fair-haired students.

The immediate result was lowered achievement on the part of the blue-eyed blond-haired, regardless of their known ability. The opposite happened with the brown-haired brown-eyed children.

It has been found that the damage is more serious when it happens at a very early age because a child knows less about himself than he does at a later stage and is less able to defend himself from the opinions of people he he considers authorities.

Defending Oneself Is Necessary!

There are many ways in which a person defends himself from accepting being demeaned. Some of these ways are:

1. not accepting the demeaning behavior by fighting back
2. not believing what the behavior says about him
3. getting information about himself from others who can help to oppose the other person.

In many instances, the person who is being belittled may not even be conscious that he is being demeaned. He may only be aware of the effect it has on him: depression, embarrassment, or anger. The result is the same because, although the person may not be consciously able to say what has happened to him, he may still think less of himself when it's over.

What is Demeaning Depends on One's Values

If you are sensitive to being fat, then you value being thin. If you are sensitive about "getting old," then you value being younger, and so it goes. What you value is what you consider important to yourself. These values you consider important will protect you if you believe strongly in them. Your values also make you vulnerable if you are weak in believing in them.

Each culture has its values; also individuals have their values apart from the culture and everyone has some values that are almost universal.

What Are the Indicators?

The reasons why an act or word is demeaning are complicated. Your best indicator of whether something is demeaning is whether the person feels it as demeaning. That is your best rule of thumb. One person cannot tell another one that he did not feel something as demeaning. A statement like, "Oh, don't take it that way, you're too sensitive," is demeaning in itself.

In order to prevent demeaning others or yourself, you need to know what is demeaning to you and to others you deal with. You can learn this by knowing:

1. what is demeaning to most people
2. what is demeaning in a culture
3. most importantly, what is personally demeaning to that certain individual.

Demeaning Is Not Always Hostile Or Damaging

Among friends, teasing goes on about each other. This is a form of demeaning each other but it is taken in the spirit of sport and people accept the game as being a game. Heckling each other and being sarcastic or spiteful are also demeaning forms but are not actually demeaning because both sides accept it as familiarity or joking.

This kind of familiarity is not demeaning because neither person accepts the comments or acts as "putdowns." In this case, the exchanges are fun and not necessarily attempts to damage another's values, although such interactions do get out of hand many times.

Summary Comments

It is most important that children not be demeaned. This does not mean that limits and rules are not used, but that the individual child's values are not put down intentionally or unintentionally. What it means is that in place of demeaning behavior, we encourage and support the children's values by including them as part of the classroom curriculum and values.

Because this subject is complicated, it requires a continued effort and awareness to learn more about it from day to day. We do this by studying individuals and studying the culture and environment from which they come. Most important, we need to learn other people's points of view in order to become flexible enough to know their feelings about things.

Listening, watching, and being willing to accept a point of view different from our own is a first step to supporting another person and preventing putting them down.

CREDIT TAKING AND INTEGRATING: BUILDING BLOCKS OF SELF-CONCEPT

How a teacher can use these processes to help children to develop their concepts of themselves.

Taking Credit And Integrating Into Self-Concept

(How a teacher can use these processes to help a child to develop his or her concept of himself.)

A child learns about himself by learning to look at himself

What we know about ourselves depends on how often we look at what we have done and at what we like or dislike, as well as at other ideas and impressions about ourselves. It is most important that you try to make sure that each child has a chance to review and identify feelings about himself as he progresses through school. In this way, you help the child develop skills for observing himself. The skills of self-observation are the tools a child needs for making judgments about what he does and who he is. These judgments are the vital impressions that make up a child's self-concept.

A person's self-concept is formed by putting together impressions about himself. These impressions may be accurate or inaccurate, depending on the quality of information that is used. The information comes from one's own impressions that he senses from the responses of others about him.

It is almost more important to have the skill of knowing what information about oneself to use, and making judgments about it, than it is to have special kinds of experiences. For example, you can plan experiences which are exciting and involving, but if the child does not learn about himself, the experience may be wasted. Conversely, a child may go through a negative experience and learn a great deal about himself if given the opportunity to think about what has happened. He could learn what not to do and what to do, as well as understanding what he did that caused events to happen as they did.

Two examples can help clarify this point. A teacher provides children an experience which allows them to choose either a science project (seeing the effects of a magnet on iron fillings and other metals) or a cooking project (finding a simple recipe for cookies or pancakes and making them). These experiences in themselves are interesting and require skills in observation, measurement, problem solving, reading, and experimentation. Each is a potentially rich learning experience.

But these interesting experiences, by themselves, do not necessarily contribute to the child's self-concept unless he has the opportunity to look back on the experience and to discover: how he chose the activity; what he liked or disliked about working with another child; what problems he solved; what he felt about the results; and whether he would act the same or differently next time.

The answers to these questions will give him information about himself: his ability to choose activities, his working with others, his solving that kind of problem, or feelings about the experience itself. This information leads a child to form beliefs about himself. These beliefs about himself are his self-concept.

You help the child by helping him to take an active look at what he does.

The child can learn about himself even from the limited task of filling the blanks in a spelling workbook. Here is what you could do to help the child evaluate what he did:

At the end of the task, ask the child to look at two words that were easy; then ask if he can say what he knew that made them easy for him. Next ask him to choose one "hard word" and say what he found hard about that.

To help the child to express his feelings, you could ask what he liked and what he disliked about doing the page of spelling.

The child could put together his thoughts about himself by planning what he would do next time. This would be a major step toward developing confidence in what he knows he can do again -- in other words, believing in his ability by knowing what it is.

The concepts

The above examples focus on the importance of two processes necessary in self-concept development: "Taking Credit" and "Integrating." We take credit when we prepare a mental balance sh[illegible] for what was good and what wa[illegible]t good in what we do or are. We integrate experiences when we think about them and find what was important and meaningful about what we did and felt, when we consider how that applies to other events and people and ideas that are important in our lives.

If we do not take credit for what we do and what we are like, we remain unsure of ourselves or are left to rely on what others think of us, rather than on what we think of ourselves. In that case we cannot be quite sure why we like what we do, or why we have confidence to do some tasks and lack confidence to do others.

Consider an adult, an intern teacher, who has planned a new learning experience for a group of children and found that it went very well. The children were interested in the activity, used the directions provided to direct themselves, and worked both individually and in pairs according to their preferences. (Such an example might help further to clarify the concepts of taking credit and integrating.)

Example:

The intern teacher planned a group discussion for a group of eight third-graders. She provided a weekly children's newspaper. She asked the children to choose a part of the paper that was interesting to them and to think about what they would like to share with the rest of the group. The children were interested in the paper and spent 15 minutes finding and reading the parts they liked. At sharing time, the teacher asked for their attention and asked whether they liked what they read. She found out what parts of the paper they had chosen. She asked for volunteers to share what they liked. The children shared and got into lively discussions about each other's versions of the content of particular articles. The sharing continued to the point where several children began looking around or talking to each other about other topics. The teacher continued the activity in order to let each person have a turn.

In reviewing the experience, the intern teacher took credit by identifying both the events that went well and the events that went badly. She recognized that the use of the paper was a good idea and that allowing each child to select a part of the paper that he or she liked was a good way to individualize and to be selective. But she recognized the mistake of allowing too many choices, resulting in too much time used in sharing. She took credit for using a technique that involved the children and developed their skills in: scanning, choosing, reading for comprehension, discussing, sharing, and seeing similarities and differences among children's choices and perceptions of what they read. She also recognized that she had not provided limits to the sharing and had caused a positive experience to end with some children, who had had too much of a good thing, becoming bored.

She observed herself and also asked the classroom teacher for her view of these events. They shared viewpoints. Then the intern teacher drew her own conclusions and replanned how she would perform the next time.

By taking stock of what she had done, the intern teacher could take credit for the skills she used and for the mistakes she made. She integrated the experience by reviewing it and replanning what she would do the next time. Her recognition that she could carry out this kind of activity made that information a clear part of her self-concept as a teacher.

When someone takes proper credit and integrates the results into a concept of himself, as the intern teacher did, he adds to his storehouse of information and impressions that help him know what to expect of himself in future situations. He can predict with some accuracy what will satisfy him and what might frustrate him, as well as how to deal with certain situations in order to take care of himself.

An unclear self-concept

An unclear self-concept about oneself as a student during the elementary years in school would be shown if he felt unsure what he had learned or how he had learned it. What he remembers might be the outstanding incidents, good and bad (such as crushes on the teacher or playmates or embarrassment when the teacher let him know that he was singing off-key). The memories might be vague, jumbled sequences of standing in lines, sitting at desks, writing in workbooks, being tested, and raising hands. Yet he would be clearer about such experiences if he had had the opportunity to attend to what and how he was learning.

In most cases, it is not until adulthood that one acquires the skills to think back on something and put it together into something meaningful about himself. He might remember how he became teacher's pet by being quiet and doing what the teacher asked. Or how he sat in the back of the room to avoid being called on or to be free to talk to his friends. It is this process of translating experiences into observations about oneself that we call "integration." Piaget uses the term "assimilation" to describe how a child makes new information part of his understanding of the reality that he experiences. Integration is assimilating and becoming aware of a new skill or an ability to function.

It is the ability to use the two processes, credit taking and integration, which is most important for developing the self-concept. This is not to say that one does not take credit or integrate ordinarily in everyday living; but it is to say that if one leaves these processes to chance, he will develop this ability inefficiently, maybe well and maybe poorly.

We Do It Every Day, But It Needs to Be Planned

Common ways that we take credit and integrate in everyday living are: talking about our experiences, dreaming, replanning or repeating an experience with new knowledge, or just thinking about what happened in an attempt to make sense out of an event. Artists and writers use paint, sculture, music, or writing for the same purpose. There is a structure for this process that does not leave this type of learning to chance. A good teacher can stimulate this process efficiently by providing a focus for the child to use in reflecting about his work and by offering directions for an activity that would further help the child to reconstruct and evaluate the experience. We would expect a good teacher to provide this help a certain percentage of the time as part of her teaching.

Here is an example of how a teacher can provide focus for a child and can give him directions which can help him to take credit and to integrate a classroom activity.

Example:

The child has built a structure with the building blocks. The teacher asks the child to describe what he likes most about the block construction he has just made and to draw a picture of it or of himself building it. The focus is what he liked about his construction. This orientation gives him an opportunity to look at his construction from the point of view of what he did that pleases him. At the same time this focus would support the child's valuing what he feels as well as what he does. A statement such as: "Tell me all about it" would be too general and would not help the child to collect his observations around one idea.

The drawing encourages integration because it requires the child to translate his physical experience of building with blocks into a picture. Drawing the picture gives him a chance to think about his way of using blocks and to express his thoughts in a way that lets him take a look at himself as a builder with ideas. What he says about what he did can then become clear enough in his mind to become part of what he believes about himself (his self-concept).

By talking and drawing, the child as an observer tells about his experience of building the construction. This "observer" inside the child helps him to form beliefs about himself. It is this observer inside the child whom we want to strengthen with skills to recognize what he does, how he does it, and what he feels.

This process (integration) needs to be used in other situations, not just block construction or spelling. Here's an example of how a child can integrate what he does in math.

Example:

A child has finished a sheet of math problems assigned by the teacher. He looks up the answers on the answer page and frowns each time he marks a wrong answer. He completes marking his sheet, counts the number wrong, and writes that numeral at the top of the page. The child is overemphasizing the number wrong. He needs to see both sides of his performance.

To do that, the teacher needs to give the child a chance to choose two problems that he felt proud about and two that he did not feel proud about. She could ask him to figure out how he did the two that he is proud about. When he has taken credit by smiling or saying, "Oh, yeah," she could get him to look at the wrong ones. She would ask him to figure out how the two were wrong. The teacher would look for the "aha!" when he discovered how he got the others wrong.

The final step would be to ask the child what parts of the wrong ones he got right, so that he could take credit for how much he did understand, rather than putting himself down for having the wrong answer.

The child integrates when he figures out what he did, then takes credit by feeling good or bad, whichever the result is. Helping the child to see the wrong ones as partial successes helps him to realize that it takes skill to work a problem even if the answer is wrong. The "aha!" is the child's reward for finding how he got the answer wrong.

The child learns that he has his way of figuring out math problems and that sometimes they come out right and sometimes wrong; but that his trying to solve the problem is the most important effort.

How Often Does a Teacher Provide This Focus?

This process need not be provided for everything that happens in the classroom. You should choose learning situations that are most important to the child and to the school program. If a child is integrating five to ten percent of what he is learning, he is doing very well.

Suggestions for scheduling this effort include:

At the end of each day, simply focus on one task or effort you liked that day and one that you would do differently next time.

The day after tests are taken, provide an opportunity for the child to assess and to take credit for what he accomplished.

When a paper has been written and handed back, that's an ideal time for the child to review what he's done.

You should notice events that are especially gratifying or difficult and provide integration for those.

After kickball, if the children's emotions run high.

After a trip is a suitable time because each child has a strong individual response to the experience.

After important holidays when the children can recount what was important to them.

Subjects in which the child has difficulty are important ones for the child to integrate more regularly than those in which he feels quite competent.

The above suggestions are provided to give you ideas when and how to follow up with children. There are no strict schedules recommended. As you can see by the nature of the suggestions, the right time depends on several things. These things are the needs of the child, and how practical it is at the time for the adult.

If a child has a chance to integrate 5% of what he experiences in one day, the teacher is doing very well. Congratulations!

ON REASONS AND REASONING WITH A DISRUPTIVE CHILD

Introduction

Children's self-concepts can be helped or harmed by the kind of limits a teacher provides for activities and for the classroom in general.

A classroom with no limits spoils children into believing that they are free to do anything they please. Their self-concepts become unrealistic. They come to believe that they are special and do not have to respect the feelings or the rights of others.

A classroom with limits which are too strict or which do not allow enough freedom for children to express themselves can cause children to believe that they are at the mercy of adults. They can come to see themselves as instruments of adults rather than as persons with feelings, ideas, and needs to express.

The classroom that can help children most is the one which has clear limits that allow enough freedom for children to make choices and to learn by trying their ideas and which provides protection from disruption of activities of others. The limits must be clear so that children learn to direct themselves. If the children know the rules, they can use their own judgment for controlling themselves and helping others to control themselves.

If children were reasonable all of the time, rules would work with no problems. But children and adults are not reasonable all of the time. Our feelings cause us to act many times in ways which are contrary to rules. By experiencing consequences, we learn to use rules for ourselves instead of against ourselves. Consequences can be "good" (those that satisfy our needs) or "bad" those that are unpleasant. In order to help children to learn how to use rules and limits you have to know when to help a child to use reason and when to help a child to use his/her feelings. We cannot reason when our feelings are strong and need to be expressed. We can reason after expressing the feelings.

We have said that a child's self-concept is made up of what he/she knows and feels about himself or herself. Children's encounters with limits are important times to help them to learn about what they feel and what is reasonable to do because of the limits. For example, a boy wants a girl's drum and tries to take it by force. He wants it. That's his feeling, but the teacher cannot allow the girl's feelings to be ignored simply to please the boy. The boy can learn that his feelings are important but that the girl's feelings are also important. He can learn that rules can help them to get along while they play and participate with other children.

This is a time when both can learn about their feelings and why limits are necessary.

The following thoughts by Margot Biestman begin to clarify the points a teacher needs to consider when dealing with children's feelings and setting appropriate limits.

> Note:
> The following point was raised by a participant in a workshop on "Disruptive Behavior and Limits" in Owensboro, Ky. This paper begins to clarify this point.
>
> Participant in Workshop: "A child has a reason....(for disrupting)....and if you know that reason, then you know a little bit better how that child...." (the next words on the tape were unclear--the sentence may have been....) "how that child"... acts or behaves in the classroom, or "how that child".... responds to the teacher or other children in the class.

A child may have one or more reasons for disrupting a group, another child, or the teacher. One reason may arise from a problem at home, another may come from a problem at school (e.g., a child who has difficulty making friends). A third reason may be that a child has not been given an opportunity to express his energy in enough movement during the day. A fourth may be that he wants to annoy someone who has annoyed him at another time and with whom he did not then have an opportunity to settle the problem. There may be many reasons. However, there are pitfalls. Even though a teacher may be "understanding" and know the reasons for a child's disruptive behavior (an unhappy home life, for instance), she need not "excuse" him for those reasons. She needs to set limits for him most of all. If she "excuses" him, she will be doing the child a disservice, because he needs to learn what behavior is acceptable and not acceptable to her and to the other children in a group.

Some teachers often reason with children, thus denying them the opportunity to express their feelings. Teachers who do this have usually been taught to deny their own feelings--taught that reasoning is the answer for everything. They may have been taught to substitute reasoning for expressions of feelings--not using their feelings as reasons in themselves which need to be expressed, without long lectures and analyses.

A child who has a difficult home life or who has various problems at school may not be able to do work that other children can do. He must be free to NOT do. This child needs to be helped at a time when the teacher has time to be with him alone or in a small group, but not excused for disruptions when she is working on a project with other children in a group. She should stop him from disrupting and then ask him to take any one of the suggestions in this paper or others suggested in "Disruptive Behavior and Limits." Or she may want to ask an aide or parent to hold a child in his/her lap, if willing and feels comfortable about this; children who are disruptive often need to be held, comforted, or wrapped in a blanket.

At another time when the teacher is free to be with the child who has a problem at home or with another child at school, the teacher could ask him to draw pictures of his family at home; the teacher would take dictation from the child who describes his picture, or ask the child to write about his picture. In this way the teacher may have greater understanding about the child and he may begin to talk to her about what is troubling him--establishing rapport at a time when the teacher has time and attention for him. The parents should be included, if they are willing. The teacher could discuss with them redirection techniques with movement, art, and language that are being used to help their child. They may be willing to try out these techniques themselves and then continue to use them at home. The teacher would discuss what she is doing with a social worker, psychologist, program advisor, and parent coordinator.

A teacher who "reasons" with a child often is not "reasoning," but is giving a lecture with moral overtones, in a demeaning way.

Example: Teacher:
"Dont you know that you shouldn't be poking Johnny? We all must learn to get along in this class. It isn't nice to be poking others. How would you feel if you were poked?"

A teacher who asks a child his reasons for poking another child during a group activity may be asking the child for more than he can give or answer for right then.

Example: Teacher:
"Why did you poke him? Will you tell me what your reason was? Was something going on at home that was bothering you? Did another child poke you today?"
Child: "I don't know. I just wanted to."

Most important for the child is that he be stopped from disrupting and given an opportunity to express his feelings before giving reasons which could be even more disruptive. Asking a child his reasons is asking a lot of him. He may be unclear as to his reasons; he may demean himself for not knowing the answer to the teacher's questions. We would call this "price raising," meaning asking a child. He may experience questions as a way of bothering him. A child may be given an opportunity to express his feelings and use his energy by:

drawing a picture of what he would like to do to another child;

drawing a picture of what he would like to do to the teacher for stopping him;

tearing paper and making a collage;

marking disruptions on paper with crayon or chalk;

poking holes in clay; etc.

(See the paper entitled "Using Anger and Disruptions Creatively.")

After a child has been given this opportunity, he may be willing to describe his picture and state his reasons.

WHY A HEALTHY SELF-CONCEPT SHOULD BE A GOAL OF EDUCATION

The priorities of most schools

A superintendent of a school district in which several innovative programs were being tried was quoted as saying: "I don't give a damn how they learn to read and do math as long as they look good on the tests."

Teachers are often evaluated as "good" or "bad" teachers on the basis of the reading and math achievement of their students. In pre-school, the measures are children's scores on shapes, colors, and counting, or their increase in IQ points. Experimental programs are refunded by the government if they show "more student achievement" in terms of reading and math scores or increased IQ scores.

It is understandable why a superintendent would make such a statement, and why teachers worry about their pupils' performances on reading and math tests. Both the superintendent's and the teachers' jobs depend on their pupils "looking good" on those tests.

What price achievement?

The tragedy is that the pressure to "achieve" that is placed on teachers and school districts causes them to adopt any methods that will produce achievement without regard to whether or not those methods have harmful effects on children. Little concern is given to the effect the teaching methods have on children's attitudes toward learning and themselves (their self-concept). For example, some teachers will try to improve performance by grouping children according to reading or math scores, yet it has been demonstrated that grouping by any one test score (IQ, reading, math) does not insure that the children are equally able (Tyler, 1962). The child may feel conceited if he is in the high group, or feel subtle self-doubt if he is in the low group (Borg, 1966). He may also mistakenly think he is the same as the others in his particular group, thereby not giving himself credit for his uniqueness.

Another common occurrence, caused by teachers' wanting children to score high, is the tendency to react more to mistakes than successes. This causes children to fear mistakes because mistakes mean that they are "stupid" or not as smart as the next child. The research demonstrating that children learn more from positive results and positive treatment from teachers is overwhelming (Cockrell, Whitmore, Mills, 1973). Yet we find that teachers are overly concerned with the "number wrong" and pass on this negative concern to the children. This fear causes children to avoid mistakes, rather than to learn from them. They give themselves credit only for the number they got wrong or right, instead of recognizing what other benefits they received from the experience--such as learning to carry the one in math or trying to write their own story.

One of the unfortunate results of this concern with scores and "achievement" is found in students' learning to think that getting high grades is the most important measure of personal success. The fact is that the students who achieve high and reject themselves are probably worse off than those who achieve low and reject themselves (Mitchell, 1959). They expect more of themselves. Their scores could never be high enough to make up for the self-doubt caused by parents, friends and teachers who thought that personal success was measured only by "good grades."

Our position, then, is that some teaching techniques lead to the development of a negative self-concept. There is a need to place more importance on the use in the classroom of methods which support healthy development of the self.

A healthy self-concept may be the most crucial objective of education

Which comes first--the chicken (self-concept in this case) or the egg (achievement)? They occur together but a child with a healthy self-concept is better off because he or she has other personal skills which a high achiever may not have.

A child with a healthy self-concept produces many eggs; achievement is only one of them. Although achievement does boost a child's self-concept, it is not the achievement itself that is important, but rather the child's ability to use particular skills to learn, such as making decisions, using resources, evaluating himself, relying on himself (Henderson, Long, Ziller, 1965). These researchers contend that teaching children these skills, particularly self-reliance, helps children cope with the printed page as well as other problems. They found that high achievers in reading had the above skills and high self-esteem as well!

Wattenberg and Clifford (1964) found that they could predict the second-grade reading ability of children by their level of self-concept in kindergarten. The reading assessments in kindergarten were not as reliable. The high self-concept children read better at second grade than the low self-concept children.

A teacher also needs to be aware of a child who is all too willing to state his reasons when he is stopped by the teacher. In this case, he may rationalize and try to convince the teacher that his reasons are most important. His voice quality is usually one of wheedling, whining, complaining. He may argue his case, "upstaging" the other children by taking the teacher's energy and time away from the group. The teacher needs to be aware of having her attention diverted from the group by a "misbehaver" who takes something away from the children who are willing and who want to be part of a group.

A pitfall would be for the teacher to listen to his reasons at this time, mistakenly believing that his "arguments" or "excuses" were more important than the group activity.

Example: Child: "Yes, but, see,
he was bothering me....before."

The teacher needs to tell the child:
that she will not permit him to interrupt the group now;
when she will be willing to

talk or work with him (e.g., "After I have finished with this group," or "in 10 minutes," or "after recess," or "tomorrow, before class begins"). Most children are willing to stop bothering if they know when the teacher will give them her attention, and how they can take care of themselves in the meantime. Most children respect these limits. When children don't know when, if, and how it will be their turn, they may tend to disrupt until they do know. They are asking the teacher to be clear and to set limits.

Coopersmith (1969) found that children who were motivated to please themselves rather than to please the teacher and whose abilities were challenged reasonably in the classroom developed both high self-esteem and high performance. Children who were more dependent on the teacher's approval and feared challenges developed low self-esteem. He observed that the school situation could either hurt or help a child by the methods and practices used in the classroom.

We believe that if children think well of themselves they will have confidence, will try activities, and will learn. Children come to think well of themselves when adults support them as they express their curiosities, try their ideas, and use their own judgment.

A healthy self-concept is a necessary condition for accepting oneself as an adult; high achievement is not. The abilities and skills that are necessary for children to develop healthy self-concepts are useful in everything they do. They are the same skills that are needed for coping with everyday life situations.

A child with a healthy self-concept

A child with a healthy concept of himself is realistic about what he knows about himself. He both likes and dislikes part of himself but is neither conceited nor self-degrading. He does not go to either extreme about himself. He has the following characteristics:

*Curiosity.

*Confidence in his own judgment.

*Ability to take steps to get what he needs and to refuse what he does not need or want.

*Ability to concentrate (to hold a focus) and persist in solving reasonable problems.

*Realistic expectations of what he can do.

*Willingness to express his family and cultural background.

*Ability to use his feelings spontaneously.

In the classroom, this child demonstrates this psychological health in his behavior:

*When in a new situation, he/she explores the many possibilities of materials, class rules, ideas, and his/her own abilities when involved in an activity.

*Shows his/her ability to make decisions by making choices of activities, materials, resources in the classroom, and of playmates.

*When in a new situation, he is willing to try new problems which are a challenge and works at them to find a solution; e.g., tries to work a new puzzle.

*When playing with other children or by himself, he/she uses his/her own ideas in activities; e.g., thinks up new rules for games, thinks up different ways of doing things.

*When in the classroom or on the playground, he/she uses his/her family experience and culture in his/her activities; e.g., plays games that come from his/her neighborhood, speaks the language that is familiar mentions events that happen at home.

*Knows how to use the resources that are available to increase his enjoyment or to make an activity easier; e.g., asks other children to play, looks for materials without directions, asks for help when he needs it.

*When completing an activity, he/she judges the results and takes credit for both successes and failures; e.g., celebrates success or resents failure.

*When he/she experiences something important, he/she expresses joy, anger, surprise, resentment, and other feelings spontaneously and appropriately for the situation; e.g., laughs at jokes, frowns, dances around when feels good, or cries without embarrassment.

There is no child who has all these characteristics or behaves in all these ways. All children show these behaviors at different times. The healthy child shows these behaviors most of the time.

Children are born healthy. They lose some of their health as they grow as a result of the way others react to them. Children can keep their spontaneity and curiosity if they are not discouraged from venting their feelings and their desires to poke around things or to ask a million questions. Parents, friends, and teachers play a major role in supporting or hindering these behaviors.

Children Become What They Are Thought to Be

To a large extent, a child sees himself very much the way he thinks his parents, teachers, and playmates see him.

Since the child usually does not ask what others think of him, he senses what they think from the way they react to him. He compares the reactions of others with his own. For example, a four-year-old paints and likes what he has done. He shows it to his mother and expects that she will like it, too. If she doesn't, he begins to doubt his own judgment because at this age the opinions of adults are more important than his own. He may begin to avoid painting at all if he has other similar experiences with adults he respects.

"The Pygmalion Effect" was found and named by Robert Rosenthal in 1965. He found that children performed well in school if their teachers thought that they would. He demonstrated this by misinforming a number of teachers about their students' potential to learn. The students the teachers thought were bright actually did well and the ones the teachers thought were not so bright did poorly. In actuality the children in the two groups were relatively equal in ability. Rosenthal concluded that their performances were caused by the teachers' attitude and expectations of them. Some 84 studies have confirmed this effect since 1965.

Two studies were designed to find out how the teacher caused this effect. In one, it was found that pre-school teachers gave more attention to the children they thought were more intelligent. They asked them more questions, gave them more answers, and challenged them with more activities (Beez, 1968).

The second study found that the children who changed the most were the children who could figure out the feeling in the teacher's tone of voice. The children sensed the preferred treatment from the teacher from the way the teacher talked to them (Conn, et al., 1968).

What this proves is that the teacher can have a very important influence on what the child expects of himself. What the child expects of himself may tell you something about his self-concept. If the child thinks he can do well, then his self-concept may be: I am a person who can do well.

Teaching that builds strong selves

Rosenthal identified four ways in which teachers did show that they expected more of the preferred students. The teachers:

expressed personal acceptance by smiling more, nodding their heads in approval more, leaning toward the students and touching them more;

gave the students more positive feedback about their answers, their work, or the way they were behaving;

gave both more material and more challenging materials to the students;

gave the students more opportunity to take their time to answer questions and to explore the problems;

They did just the opposite with the students who they thought were not so able.

The evidence points to the fact that there are definite methods and behaviors that teachers can use (and do use) which affect children's self-concepts and performance. A project in Orlando, Florida, designed to help first-grade children develop strong self-concepts, taught teachers to use particular ways of teaching children. The project provided teachers with inservice training to help them to learn these skills. They learned to show acceptance of children; to use the children's ideas in classroom activities, rather than just their own; and to observe the quality of the children's involvement at least once during the school day. The teachers also learned how to review briefly each child's success or failure every hour and to provide a successful experience for those children who had experienced failure. The program also included parent participation and other techniques. The program was most successful with the teachers who volunteered for the program and less successful with those who were "drafted" by necessity. Success was indicated by significant changes in the children's self-concepts and in the teachers' own feelings of accomplishment and clarity about what they were doing (Walden & Below, 1968).

It is appropriate here to mention the results of a large study which attempted to determine whether economically advantaged or "disadvantaged" students had higher self-concepts. It was found that the "disadvantaged" students of all ages had higher self-concepts than the advantaged students. More important, it was found that "disadvantaged" high school students had lower self-concepts than "disadvantaged" primary school children. The "disadvantaged" children think less of themselves the longer they are in school. At least in part, this result might be caused by the teaching methods and values in many schools which favor the economically advantaged rather than the disadvantaged (Soares & Soares, 1970). But the other important conclusion here is that children of all income levels, racial and cultural backgrounds, ages, and of either sex can develop a healthy or poor self-concept. Teaching practices can help or can harm children of all backgrounds and characteristics. We can all benefit from good teaching as well as suffer the effects of harmful teaching because we all develop in similar ways.

To summarize, these studies by researchers and subjects actually demonstrate that there are definite teacher practices that help children in two ways: to develop strong self-concept and to perform well in the classroom activities. Coopersmith emphasized that it is important for children to motivate themselves and to be challenged in situations in which they feel accepted and which have clear limits. Walden and Below trained teachers to use behaviors which show children that they are recognized, accepted, and supported. They learned to praise children for expressing their feelings and ideas. Rosenthal also states that teachers need to demonstrate acceptance of children, to give them choices of challenging materials, to give them plenty of time to explore and to find their own answers to problems, and to give them clear feedback about their performance. Notice how similar the recommendations are that each of these researchers has made.

What we propose

We propose that educators make enhancing the healthy functioning of children the most important objective of the teacher.

We have developed a list of guidelines (criteria) for those teaching practices which help children to develop healthy behavior in the classroom and healthy concepts of themselves. Most of the criteria are supported by research findings and some have been adapted from a private project for training teachers and primary-school children in creative behavior skills (Sagan, 1967).

Earlier in this paper are listed the characteristics of healthy children. Here we have listed the teaching practices that can help children to maintain or to develop those characteristics with the help of the teacher. We propose that teachers teach in ways which accomplish the descriptions on this list--in other words, that they use procedures that meet these criteria.

To promote the healthy development of children, a teacher enables children to act for themselves by providing clear directions, varied materials, choices of activities, resources for the activities, and the opportunity, through feedback, to recognize (take credit for) successes and failures.

Specifically, the teacher can help the child to:

1. Use his cultural background.
2. Use his own ideas by providing choices of people, activities and materials from several levels and sense modes.
3. Use his learning style by providing choices of people, activities and materials from several levels and sense modes.
4. Make decisions by providing choices and resources, and by guiding rather than telling.
5. Use resources by providing them and guidance for their use.
6. Solve problems by supporting and guiding the child's efforts, not by providing the answers.
7. Use his feelings by allowing expression through: talk, art, laughter, shouting, moving without disturbing others.
8. Use feedback about many aspects of himself by encouraging him to listen to comments from his peers and his teachers and to evaluate the results of own efforts.
9. Do what is possible within set limits by his recognizing clearly the limits, choices, and focus for activities.
10. Take credit for who he is and what he has done by evaluating himself and his work and by feeling free to smile, frown, complain, brag, or show what he has done.
11. Integrate what he has experienced by encouraging him to identify what he did, to make judgments about it, to celebrate what he feels good about, to resent what he feels bad about, to teach someone else what he knows, to apply what he learned to another situation or to express it in another medium.

These eleven skills are important to self-concept development. The eleven can be grouped into three major areas of development:

> The ability to use structure (limits, choices, and resources).
>
> The ability to use standards or values (their own in their ideas and those learned from feedback to judge their performance).
>
> The ability to rely on themselves by learning process skills: decision making, problem solving, using resources, using feedback, taking credit, and integrating what they learn.

The objective is not simply to develop children's views of themselves or merely to make them feel good about themselves. The objective is to develop children's views of themselves as capable learners and their appropriate feelings of self-worth as individuals.

In order to do this, the teachers must provide for the three areas already mentioned: a clear structure, clear standards which are appropriate to the learners, and the opportunity to use the process skills which develop self-reliance and self-evaluation.

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CARD SETS
(to be cut out along the dotted lines)

First Set
Examples 1 - 10

ENHANCING, RESTRICTING, OR DEMEANING THE SELF-CONCEPT

by Nat De Anda*
Far West Laboratory for Educational Research and Development

Read each example written on each card and rate the adult's behavior or practices that are described. Decide whether you think the behavior is enhancing, neutral, restricting, or demeaning.

Enhancing promotes the healthy growth of children's self-concepts.
Neutral does not affect either way.
Restricting limits the child too much.
Demeaning belittles, devalues, puts-down a person's values or beliefs.

First, group the cards into three piles

☐	☐	☐
Negative	Neutral	Positive

Then, rate each example by circling the number

-4 -3 -2 -1 0 1 2 3 4

---

*Acknowledgement to Ann Fitzgibbon for development of some of the examples still contained here from the original set developed jointly in the spring of 1972.

NUTRITION

1.

The elementary school student population has 40 per cent Mexican children, 50 per cent black children, and 10 per cent other, including white children. Most of the blacks are from the Southern U.S. and the Mexicans are first-generation children of Mexican parents.

The teacher starts a program of educating the children about the nourishment value in a normal diet. She puts a chart on the board with each child's name and has each one write in what he has had for breakfast, lunch, and dinner the day before.

She makes the program more interesting by placing pictures of a variety of foods in a normal diet: ham, eggs, toast, and orange juice for breakfast; milk, salad, green beans, mashed potatoes, and a pork chop for lunch; and steak, green salad, milk and dessert for dinner.

-4 -3 -2 -1 0 1 2 3 4

RETURNING FROM A WALKING TRIP

2.

The children and teacher were returning from a walking trip; about two blocks from the school the children began to run, crossing the street without looking or stopping.

The teacher called the children into a group so they might discuss what had happened. While this discussion was going on, children from another class were playing on the nearby equipment. One child in the discussion group started to walk away, toward the children who were playing. The teacher felt that physical safety of the children was more important than freedom to leave an activity, and said to the child who was leaving.

> "Mary Jane, I cannot allow you to leave until I have finished. It is important that each of you listen carefully to what I am going to say."

-4 -3 -2 -1 0 1 2 3 4

THE DRUM

3.

Four boys and girls are beating drums and bells within a circle while several boys run around the circle (the racetrack).

One of the band members, a little boy, sets his drum aside, reaches over and takes hold of the drum of the girl sitting next to him and begins to pull. She pulls back and when she starts to lose her hold, she calls: "TEACHER!" The boy loosens his hold. The teacher, who has been watching, walks over to them and kneels on one knee:

T (to the girl): What is the problem?
G: He wants my drum.
T: Do you want to give it to him?
G: No!
T: Have you told him that?
G to the B: You can't have my drum! It's mine! I had it first!
T to B: Do you want her drum?
B: Hers is bigger.
T: Did you ask her for it?
B: No, I just want it!
T: I suggest that you ask her for it.
B: Can I have your drum?
G: No! I'm playing now!
T: Does that answer you question?
B: Yes! But I still want it.
T: Perhaps you might ask her again when she's through with it.

The children continue drumming. The teacher walks away.

-4 -3 -2 -1 0 1 2 3 4

HENRY AND ERIK

4.

Henry and Erik, who have reached quite different levels of achievement in math. are working side by side at a table. Both boys have chosen this activity from among three others.

The assistant has some specially prepared problems on dittoed sheets which she plans to hand out to all the children who are working on math at this hour. The sheets are not all the same, but represent the three different levels of math achievement at which the various children are working.

As the assistant hands Henry (the boy of lower math achievement) his sheet, she says,

> "Henry, if you would like to work with someone on these problems, you may choose either Donald or Jerry. Erik will not have the same problems as you."

She hands a different set of problems to Erik (who is doing better in math) and says,

> "Erik, if you want to work with someone, you may choose either John or Paul."

-4 -3 -2 -1 0 1 2 3 4

MOTHER'S DEPARTURE

5.

A four-year-old is upset by his mother's departure. The expression on his face, his body posture, and withdrawal from activity indicate his feelings.

Soon he wanders aimlessly and cries. He makes a great effort not to make his crying audible. The teaching assistant becomes aware that he is upset and leads him to a puzzle at a table.

During the next half hour, other than words of comfort, no other techniques are used and the child sits in a kind of forlorn disinterest. The teacher has been somewhat involved with other children -- now she walks over and says to the teaching assistant:

> "I'll take care of this." (Then to the child) "What you need is a tissue."

-4 -3 -2 -1 0 1 2 3 4

CHOICES OF CENTERS

6.

The teacher is telling the children which activity centers may be chosen that morning.

T: "There's room for five of you in the listening area. Who wants to use that area?"

Six children raise their hands.

T: "Six of you have chosen this and there is room for only five of you. Would one of you like to choose another center? The reading, art, and math centers are all open."

No one answers.

T: "What is our rule when there are not enough places for all who want to work in one area?"
Larry: "The one who was there the day before doesn't get to be there."
T: "If you were there yesterday, you'll have to wait for another turn. Were any of you there yesterday?"

Jim raises his hand.

T: "Since you were there yesterday, you'll have to choose to work either in the reading, art, or math center."

-4 -3 -2 -1 0 1 2 3 4

FLASHCARDS

7.

The teacher has a group of five children. She is holding up flaschards for them to identify as she says the word on each card. The children volunteer answers as they choose to.

Jimmy volunteers an incorrect answer to a card and Susan says: "No, that's not right, is it, Mrs. Walters?"

Tchr: "I'm not going to answer your question Susan, because I want Jimmy to find out for himself. Jimmy, are you willing to check with someone in the group to see what he or she thinks the word is?"
Jimmy: "Yes, but I don't want to ask Susan because she butts in! I want to ask Arthur. Arthur, what do you think?"
Arthur: "It's not right."
Jimmy: "Aww!"
Tchr: "Are you willing to find out why?"
Jimmy: "OK, what do you say it is, Arthur?"
Arthur: "It's talked, not talk."
Tchr: "Jimmy, see if you can find out in what way Arthur's word is different from yours."
Jimmy: "I don't know how!"..."Oh, yeah, I can find out if I see the two words together."

The teacher helps them print out Jimmy's word on the board and they compare it with the flashcard to find the ed on the end of the word.

-4 -3 -2 -1 0 1 2 3 4

ROSA'S TURN

8.

The assistant is working at a table with one child. A second child interrupts with a project and asks for the assistant's attention and help. She looks up from the exercise and says:

Assistant: "That looks very interesting, and I'll be glad to help you. Right now it is Rosa's turn, and when I finish I have told Maria that I would help her. After that, it will be your turn. I know you can work alone on your project for a few minutes longer."

-4 - -2 -1 0 1 2 3 4

SPITTING 9.

One child spit on another child. The teacher jerked the child up by his arm and started lecturing the child and the other members of the class about not spitting on other children.

-4 -3 -2 -1 0 1 2 3 4

ARTWORK 10.

At school the teacher holds up Charles' artwork and says, "Charles is our best artist. We all saw his fine work today."

-4 -3 -2 -1 0 1 2 3 4

CARD SETS
(to be cut out along the dotted lines)

Second Set
Examples 11 - 20

ENHANCING, RESTRICTING, OR DEMEANING THE SELF-CONCEPT

by Nat De Anda*
Far West Laboratory for Educational Research and Development

Read each example written on each card and rate the adult's behavior or practices that are described. Decide whether you think the behavior is enhancing, neutral, restricting, or demeaning.

Enhancing promotes the healthy growth of children's self-concepts.
Neutral does not affect either way.
Restricting limits the child too much.
Demeaning belittles, devalues, puts-down a person's values or beliefs.

First, group the cards into three piles

☐ Negative ☐ Nuetral ☐ Positive

Then, rate each example by circling the number

-4 -3 -2 -1 0 1 2 3 4

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TEN MINUTES LATE

11.

The teacher is having a group time after lunch when two boys come running into the class about ten minutes late. The teacher does not say anything to the boys and they join the group.

When the group time has ended, the teacher asks the boys to talk privately with her.

T: "I called you aside to find out why you were late from recess and to talk about what you can do to be on time when you need to. Why were you late? (in a neutral tone)
B's: "We were at the other end of the playground and just kept on playing."
T: "Did you know the rule is that you're to be in the classroom right after the bell?"
B's: "Yeah." (They look at each other and down at their feet.)
T: "What can you do to be on time next time?"
B: "We could just come in when the other kids come in."
Other B: "We could listen for the bell and come in then."
T: "Are you willing to try that next recess to see if it works?"
B's: "Yeah."
T: "All right, that's fine with me. Let's meet again before school's out to see if your idea worked."

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YOU CAN DO THIS

12.

Teacher to child: "Johnny, I'm sure you can do this." "Jane, I think you can do this, too."

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THE PICNIC

13.

A 3rd-grade class is having a group meeting. A picnic was planned for today, but earlier this morning it rained. The class is discussing whether or not to put off the walk and picnic until a drier day.

The teacher suggests that they stay in class today because she thinks that the ground is muddy and that the children will get wet or be injured by falling. The children appear eager to go anyway.

The teacher then suggests that the class get more information before making a final decision. She asks the class for suggestions on how they can find out.

One boy suggests that they look at the picnic grounds to see if they're too wet. Another child suggests the the class go anyway and come back if it's too wet.

The class decides to send several children to look and to come back with the information. The teacher says:

> "Take paper and pencil and each of you take a look at a different part of the picnic area. John, you look at the swings and slide area; Clarissa, you look at the table area; Jessie, you look at the baseball field area; and Marty, you take a look at the paths that go to the picnic grounds."

The teaching assistant goes with the four. The teacher says that the class can make the final decision after they have the information. The four are to write down what they see and to report to the class later.

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COUNTING IN A CIRCLE

14.

The teacher in the classroom has children in a circle; she is counting them and having them repeat their assigned number. She places her hand lightly on each child's head as she counts out loud.

> "You're one, you're two...."

When she comes to a black child, she stops short of touching his head. She goes on and repeats, not touching each black child's head.

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BOY AND GIRL FIGHTING

15.

Two children in a 2nd-grade class, a boy and a girl, are punching and pushing each other in the corner of the classroom. The teacher puts a hand on each of their shoulders and says:

Tchr: "I'm not going to allow you to fight this way. If you're mad at each other and want to get it out, I'll show you another way. You can use pillows and I will referee or you can scribble fight; then we'll talk about it afterwards. WHat would you like you do?"
Boy: "She was teasing me!"
Girl: "I wasn't neigher!"
Tchr: "What you're doing isn't talking about it; you're still fighting with words. I suggest you each go get the pillows."

The two get a pillow each and the teacher referees while the two push and shove each other with the pillows. She stops them after they slow down and gives them a choice of drawing a picture of themselves fighting or just talking about the fight.

The three talk about the anger, the fighting and what started it, and what they would do differently next time. At the close of the discussion, the teacher suggests that they play in different areas. The girl joins a group of girls and the boy walks away looking for something of interest to him on the other side of the room.

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TWO BOYS FIGHTING

16.

A white teacher is on the playground: Two 7-year-old boys are fighting: one a black youth, the other white.

The teacher takes the black youth by his arm and says: "Stop it! Stop it!"

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MARK'S PICTURE

17.

Mark brings a picture he has drawn and hands it to the teacher. The teacher looks at it and asks him:

Tchr: "What do you like about it?"
Mark: "I like it 'cause it's about James Bond and 'cause the car looks like it's really going fast so that they can't catch him."
Tchr: "Oh! I hadn't looked at it that way!.....Do you want to know what I liked about it?"
Mark: "Yeah."
Tchr: "I like the colors you used, the bright yellow for the car and the way you mixed the blues and greens, and also the expressions on the faces of the people."

Mark smiles and takes back his drawing.

Tchr: "If you want to, you can show your picture and tell about it at sharing time, or put it on the wall where others in the class can see it. Do you want to do either of these things?"
Mark: (he smiles shyly) "No, I'll just take it home to show it to my Dad."

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MARY JANE

18.

The children and teacher were returning from a walking trip. About two blocks from the school the children began running back to the school, across the streets, without stopping. When they were all on the playground, the teacher called them into a group and discussed what had happened. While this discussion was taking place, other children were playing on the equipment on the playground. One child looked away from the teacher and started walking away; the teacher took hold of the child's shoulders and said, "Mary Jane, listen to me; you're the one who needs to hear this the most."

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THE MATCHING GAME

19.

Five preschool children are in a small group with a teacher, Miss Henry. They are playing color lotto, a game which requires the child to cover his color with a matching piece as the teacher shows the color.

Jamie is irritated because she has not been able to match the colors. She reaches over and says as she puts her forefinger on each of another child's lotto colors: "You got this one, and this one, and this one..." She pushes each matching piece off as she puts her finger on it.

The other child says: "Stop that!"
T to J: "You're upsetting Kim's game, Jamie. If you want to play this game you've got to keep your hands on your own cards. Do you still want to play this game or something else?"
J: "I want to play this game.....but I want to get some cards, too!"
T: "How can you get them?"
J: "If I call them the right name."
T: "That's right. Now I'll make the rule that you get two guesses for the rest of this game to help you get more cards. After this game, you will get only one guess like the rest."
J: "OK."

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THE WOOD GLUING

20.

Danny, a preschool boy, has finished making a construction from pieces of wood and glue. When the teacher comes to his table, the following dialogue takes place:

T: "Oh, how nice, Danny! What do you call it?"
D: "I don't know; it's a gluing."
T: "What is it for?"
D: "Huh?"
T: "Do you want to add anything more to it?"
D: "No, I'm through."
T: "All right, I'll just put it over here where someone won't knock it over. It will be dry by tomorrow."

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